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EDUCATION AND EDUCATIONAL RESEARCH

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BUILDING MOBILITY COMPETENCE OF INTENDING TEACHERS

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ABSTRACT

The main idea of modern education is to build competences as a produce of university educational process. One of the most important competences of intending teachers to be built is mobility competence, which is a component of professional pedagogical competence.

We believe, to train a mobile teacher is possible within a purposefully created cross-cultural educational university environment, where the designed technology of developing intending teachers' academic mobility based on the cross-cultural approach is implemented.

The empirical methods of the research are represented by observation, interlocution, interview, questioning, testing, expert review, generalization of independent data, pedagogical experiment, and mathematical statistics.

To estimate the readiness of intending teachers for academic mobility under the conditions of cross-cultural educational environment, four levels of readiness are offered: optimal (high), admissible (middle), critical (low), and inadmissible (not ready). To determine the level, we have developed three criteria (cognitive, motivational-valuable, acting-reflective) and their indicators.

At the motivating stage of the pedagogical experiment we conducted surveys of different respondent groups (random sample including online format, 1261 respondents) with the help of the questionnaires we had developed. The received data were used in the training course "Teaching a foreign language through the culture of native speakers", which contributed to the building of mobility competence of intending teachers.

At the monitoring stage of our experimental education the comparison of the results of the incoming and outgoing assessment according to the developed criteria and indicators showed significant growth of the students' readiness for academic mobility, which allows us concluding that the designed technology of developing academic mobility based on the cross-cultural approach is effective in building mobility competence of intending teachers.

INTRODUCTION

In accordance with the Bologna Declaration, one of the key criteria of the quality of a national higher education system is students' academic mobility [1], which allows raising a competitive advantage of the national education when positive experience of native and foreign educational systems is taken into account [2].

Educational content at a pedagogical university should meet modern requirements and create favourable conditions for developing a personality capable for self perfection, self realization, and self development [3].

Inertia of thinking, immunity to criticism, fear of failure, unmotivated negation of any point of view, which does not coincide with their own opinion, affect negatively competent performance of professional duties by a teacher [4].

All this can be largely overcome or weakened on the basis of organized academic mobility, which allows studying and taking over successful experience of professional pedagogical activity at higher educational institutions in a native country and abroad [1].

Academic mobility plays a crucial role in the process of professional and personal growth, as every participant of academic mobility has to (when taking decisions) analyze life situations from the cultural point of view of the receiving and native countries [5].

So, one of the objectives of training professional teachers at a university is to build their mobility competence. We regard mobility competence as an integral trait characterizing the readiness of a personality to carry out professional activities under the conditions of academic mobility. Mobility competence is a complex structure including foreign language communicative, cross-cultural, adaptive, and media competences.

Foreign language communicative competence is a skill to solve, by means of a foreign language, topical issues of communication, to reach communicative goals [6].

Cross-cultural competence is an integral trait including knowledge of the other culture features, skills to interpret information of the other culture, experience of communicative activity, and such professionally important traits as empathy and tolerance [7].

Media competence is an integral professional trait consisting of skills to work with information including search, gathering, understanding the media language and subtext of media messages, their critical analysis, interpretation and an ability to create, receive and transmit media massages by means of multimedia [8].

Adaptive competence is possessing the knowledge and skills to get into the other culture by acquiring its norms, values, and patterns of behaviour.

To try and build mobility competence of intending teachers of foreign languages we have created cross-cultural educational environment at the Faculty of foreign languages of Novosibirsk state pedagogical university, Russia. We regard cross-cultural educational environment as a complex of conditions, where students' cultural features are taken into account, thus, contacting cultures in the face of students are compared and enriched, and this contributes to developing students' mobility.

The cross-cultural educational environment comprises four elements: spatial (the building, interior, infrastructure, equipment), cognitive (content of educational programmes, library and online resources), social (student-student, professor-professor, professor-student communication style; volunteer service, adaptive system, cultural and leisure activities), and valuable (values and traditions at a university, society, family, reference group).

The educational process within this environment is realized by means of the technology of developing students' academic mobility based on the cross-cultural approach. The technology embraces different pedagogical university activities, such as academic studies, scientific research, international projects, career guidance, etc., and is consequentially implemented in the following stages: analytical, prognostic, planning, motivating, acting, monitoring, and resultative.

Being limited by this paper framework, we will dwell only on the monitoring stage of the designed technology of developing academic mobility of intending teachers based on the cross-cultural approach.

MATERIALS AND METHODS

The research was conducted in the years 2012 – 2017, when the programme of the events of the technology of developing academic mobility of intending teachers based on the cross-cultural approach was being implimented at administrative, organizational and content levels.

The participants of the research were 449 second-year and third-year students of the Faculty of foreign languages of Novosibirsk state pedagogical university, Russia. The choice of these years of education is explained by studying, at this stage, academic courses related to the country studies, culture, geography, and history of the English-speaking countries. One of the aims of teaching these courses to the students is building and developing cross-cultural competence (part of mobility competence) of intending teachers of foreign languages.

The empirical methods used by the researchers were observation, interlocution, interview, questioning, testing, expert review, generalization of independent data, pedagogical experiment, and mathematical statistics.

To estimate the readiness of the students for academic mobility under the conditions of the cross-cultural educational environment we defined the levels: *optimal* (high – ready for the academic mobility: possessing the skill of a mediator of cultures, the skill to adapt to another culture); *admissible* (average level of readiness: knowledge of most social norms; possessing the skills to get orientated in student sociocultural environment, to choose adequate behaviour, to manage their own stereotypes, to interpret correctly the context of the message); *critical* (low level of readiness: student's cognitive and moral positions are very weak; a low level of knowledge of the main social norms, of the skill to define in the process of communication the behavioral models of the native and foreign cultures); *inadmissible* (the absence of readiness: the absence of positive stereotypes in regard to the main cultural phenomena of the receiving country, of the skill to realize cultural differences by the keywords).

To see the effectiveness of implementing the technology of developing academic mobility of intending teachers based on the cross-cultural approach we defined certain criteria and their descriptors demonstrating the readiness of a personality to participate in the process of academic mobility (Table 1):

Table 1. Criteria and descriptors of personality's readiness for academic mobility

Criteria	Descriptors
Cognitive	- a mature idea of the cultural diversity in the world is shaped; - the background knowledge of every culture under study is posessed
Motivational-valuable	- a need for learning a foreign language and constant language training; - collective with foreign students classes and extracurricular activities (visiting theatres, museums, exhibitions, and concerts); - values, traditions and norms of the native culture are mastered; - national-cultural specifics of initial and receiving communities are taken into consideration; - respect for other cultures
Acting-reflective	- getting effective result in the process of interaction with the representatives of another culture in a native or other community; - analysis and assessment in the process of cross-cultural interaction of one's own communicative acts aiming at effective cross-cultural communication

RESULTS

During the period of 6 years (2012 – 2017) we were monitoring (incoming, intermediate, and final monitoring) the impact of the educational process on the 2nd and 3rd year-students.

The *incoming monitoring* was represented by questioning, testing, and interlocution.

When *questioning*, the students were asked to estimate their own level of knowledge and skills in the sphere of oral interethnic English language communication. The maximum possible number of scores being 2, the average respondent group score in the period of 2012 – 2017 was 0,36 by the motivational-valuable criterion and 0,38 – by the acting-reflective criterion, which corresponds to the critical (low) level. This confirms our assumption that interethnic communication skills of the intending English teachers are practically absent, which requires purposefully organized work to build and develop these skills, as the latter are the content component of the cross-cultural competence (an element of the mobility competence of intending teachers) and the basis of their readiness for the academic mobility.

The goal of *testing* was to reveal the level of students' knowledge of the culture, geography and history of the foreign country under study. The results of the incoming testing were the following: the average respondent group score in the period of 2012 – 2017 was 28,4 (at maximum 100) by the cognitive criterion, which corresponds to the critical (low) level of the knowledge under revealing. This confirms our assumption on the necessity to organize purposeful methodical activity on building and developing the cognitive component of the cross-cultural competence of intending English teachers.

Working out the questions for the *interlocution* with the respondents, we emphasized the motivational-valuable criterion of the formed traits of a personality prepared for academic mobility. The goal of the interlocution was to use the received results in the propaedeutic academic course "Teaching a Foreign Language through the Culture of Native Speakers". The results of the interlocution were the following: 30% of the students realize what the universal values are and can give their examples; 70% of the students know the notions "national interests", "homeland", but have difficulties in differentiating (or generalizing) interethnic and national interests; 90% of the respondents believe, that solving interethnic problems is possible through culture, but they could not give certain examples; 100% of the students consider it necessary to know the language of the country one lives in and English as the language of international communication, and they reasonably motivate their opinion.

The *intermediate monitoring* was represented by observation and interview.

We were *observing* the students during their academic classes (interactive lectures and practical lessons of professional courses) and under the conditions of extracurricular activities (linguistic and cultural tours abroad, international student projects in England, Belgium, France, Germany, Croatia, and China). When observing, taking into account the criteria of personality's readiness for academic mobility, we registered the following:

- cognitive criterion: development of cultural and country studies competence (in-depth knowledge of geography, history and culture of the language-speaking countries; knowledge of background vocabulary, of precedent material; comparative studies of mentality, national features of foreign language speakers and Russians; analysis of stereotypes of foreigners and Russians, etc.);
- motivational-valuable criterion: increased motivation to learn a foreign language; development of foreign language communicative competence (more confident use of vocabulary and foreign language structures); facts of tolerant behaviour to other culture representatives, their opinion, appearance and way of life; etc.);
- acting-reflective criterion; development of communicative competence (barrier-free communication); analysis of one's own speech and behaviour in order to effectively communicate).

The observation results let us see the positive tendency in forming and developing students' mobility competence due to the organized academic mobility at the faculty of foreign languages.

We *interviewed* the teaching staff of the faculty of foreign languages with the goal in mind to find out the changes, from their point of view, occurring in the students' readiness for academic mobility. The opinion of the teaching staff was based on observing the students in the education process and interpersonal communication. The interview results certify that by the year of graduation around 80% of the students;

- realize the world cultural diversity, possess the background knowledge of their native culture and culture of the language-speaking countries (cognitive criterion);
- behave in accordance with the norms, values and traditions of their own culture and culture of the receiving country; realize and take into account mentality features of the receiving cultural community; demonstrate an increasing interest in learning foreign languages by communicating with foreign students at their home faculty and in receiving countries (motivational-valuable criterion);
- are able to make their own decisions and act appropriately to get the result; analyze and estimate their own behaviour (including speech behaviour) from the point of view of achieving effective cross-cultural communication (acting-reflective criterion).

Thus, around 80% of the graduation year students majoring in foreign languages possess mobility competence and are ready for the process of academic mobility.

The *final monitoring* was represented by testing, questioning, expert review, interview and generalization of independent data.

The *testing* results (cognitive criterion) demonstrated that during the period of 2012 – 2017 the average score of the respondent group (83,2) corresponds to the optimal (high) level of cultural and country studies knowledge. Figure 1 shows the results of incoming and final testing in comparison.
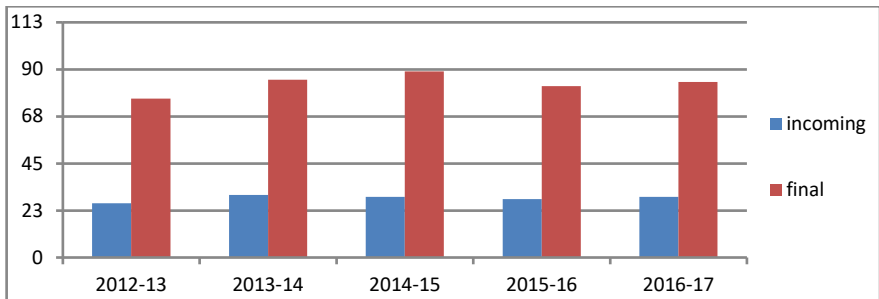
Figure 1: Comparison of the levels of cultural and country studies knowledge.

The obtained data was analyzed by using Student's t-test, which showed significant difference between the results of the experimental groups. Thus, the fact of increasing the level of cultural and country studies knowledge of the respondents, hence their levels of cross-cultural competence and readiness for academic mobility is statistically reliable.

Questioning 300 students, who studied abroad, proved the necessity and correctness of the international activity, including students' academic mobility, organized at the faculty of foreign languages.

Expert review gave the questioning average score 1,5 against 0,36 by motivational-valuable criterion and 1,4 score against 0,38 by acting-reflective criterion, which is equal to the admissible (average) level, close enough to the optimal (high) level (Figures 2, 3).
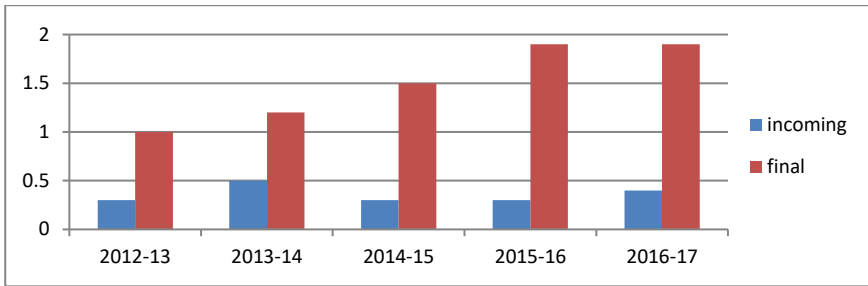
Figure 2: Motivational-valuable criterion: incoming questioning and final expert review of students' readiness for academic mobility.
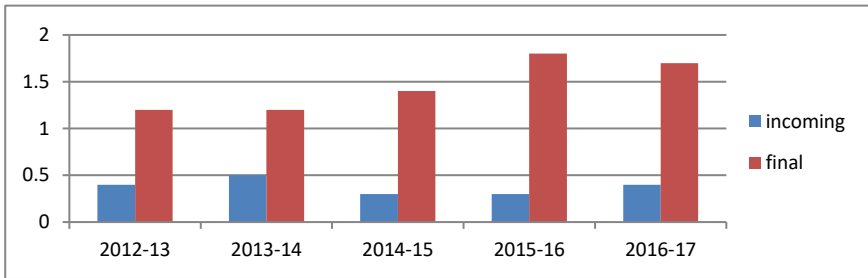
Figure 3: Acting-reflective criterion: incoming questioning and final expert review of students' readiness for academic mobility.

Being *interviewed* the administrative staff of the University pointed out qualitative and quantitative growth of students' participation in the process of academic mobility due to the organized cross-cultural training at the faculty of foreign languages.

The teaching staff *independent data* received (education, PhD degrees, rewards, studies abroad, international exams, guiding international projects, Web of Science and SCOPUS papers, etc.) attest in favour of professionalism, which allowed the teaching staff to create the cross-cultural educational environment at the faculty and form students' readiness for academic mobility.

CONCLUSION

The technology of developing academic mobility based on the cross-cultural approach was realized in the form of experimental education at the Faculty of foreign languages of Novosibirsk state pedagogical university, Russia. The goal of the technology was to build students' mobility competence. The results were monitored with the help of such research methods as observation, interlocution, interview, questioning, testing, expert review, and generalization of independent data applied in accordance with the developed criteria to estimate the level of students' readiness for academic mobility.

The programme activities of the technology, taking place during the period of 2012 – 2017, covered educational, scientific, international, further training and other spheres. Methods and technologies, used depending on the activity, became the following, for example: communicative method, method of projects, technology of creative thinking, technology of debates, portfolio technology, etc. (academic studies); planning, experiment, analysis (research); case studies, integration, creating of polycultural environment, etc. (international).

The monitoring data bring us to the conclusion that the proposed technology of developing academic mobility of intending teachers based on the cross-cultural approach is adequate and effective.

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CRITICAL THINKING AS EDUCATIONAL CHALLENGE

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ABSTRACT

Critical thinking currently represents the necessary ability of an individual to orient himself in a world full of information, it allows him to search for his own identity, to form his own opinions, attitudes. Critical thinking is an individual intellectual process in which the thinker improves and cultivates the quality of his thinking, activating himself in the assessment of actions, various situations. The paper will present current theoretical approaches to understanding critical thinking and its position, we will also introduce critical thinking as one of the necessary human competencies acquired in the educational process. The paper will present the results of research by a team of experts at Constantine the Philosopher University Nitra, focused on the development of critical thinking in the educational process, which is part of the undergraduate training of future teachers and its subsequent implementation in educational practice.

Keywords: *critical thinking, education, competence*

INTRODUCTION

Nowadays, critical thinking is becoming important due to the fact that the world is full of information and for people it is necessary to be able to orient themselves in it. Critical thinking is a rich concept that has been evolved by 2,500 years, and is not an universal approach, because each individual gets into problems and has to solve them on his own. Responding to the challenges of the 21st century with environmental, social, economic problems requires that young people have to be creative, innovative, adaptable, and skilled, so they will be able to critical think. A critically and systemically thinking individual uses his thinking in a wide range of socio-cultural and economic contexts. No one automatically becomes a critical thinker, so critical thinking has an irreplaceable place in the educational environment and its aim is to encourage pupils to use their own opinion, develop their curiosity, realize the importance of their knowledge, and develop skills. The disposition of critical thinking is the result of a lifelong effort.

One of the main topics of the World Economic Forum, which was held in 2016, was the management of the fourth industrial revolution, which brings significant changes in the labor market in the field of human resources. Changes determine the most important skills of the workforce and in the report "Future Jobs" is listed the 10 most important skills required for 2020: comprehensive problem solving, critical thinking, creativity, people management, coordination with others, emotional intelligence, judgment and decision making, service

orientation, negotiation, cognitive flexibility [1]. Critical thinking, as the second most important, requires relatively rapid shifts in education or improving skills. Critical thinking, as the second most important, requires relatively rapid shifts in education or improving skills. In the context of critical thinking, the skill of creativity plays an important role. In the context of the mentioned, it is possible to assume human abilities that support flexibility towards mastering new technologies and new working procedures.

The ability to think critically must be understood as one of the key competencies of the 21st century. The research project Practice in the center of subject field didactics, subject field didactics in the center of preparation for practice, implemented by a team of experts from UKF in Nitra (2017-2020), focuses on research aimed at identifying adaptive teaching strategies based on cognitive oriented approach for the development of critical and creative thinking and their application in pedagogical practice.

THEORETICAL BASIS OF CRITICAL THINKING FOR EDUCATIONAL PRACTICE

Defining the issue and conceptualizing critical thinking are problematic because they depend on arguing the basis of critical thinking. Nowadays, there are several theoretical approaches and the paper points out some of them.

Representatives of the philosophical approach identify the characteristics of the critical thinker, present the philosophical construct of the ideal thinking person. Enis (1985) points to reflexive and rational thinking as an ability focused on what to believe or what to do [2]. Self-regulatory judgment is the result of Facione's thinking and leads to the interpretation, analysis, evaluation and conclusions, as well as to the explanation of the evidence, concepts, methodologies, criteria and contextual considerations upon which the judgment is based [3]. Bailin emphasizes his own opinion that critical thinking is thinking about something certain, it is quality thinking that meets specified criteria or standards of adequacy and accuracy [4].

Representatives of the cognitive-psychological approach, including Halpern (1998) [5], Williams (2003) and Ruisel (2008), concluded that critical thinking can be defined as the mental processes, strategies, and representations that man uses to problem solving.

From the point of view of the solved issue in our paper, the pedagogical or educational approach is the most relevant. The mentioned approach is oriented on educational results, which are systematically reflected in the taxonomy of educational objectives. These are a tool for observing and evaluating the thinking of pupils.. The taxonomies of S. W. Bloom (1998) [6] and M. Kennedy (1991) [7] have been considered as the most elaborated so far.

The consensual definition of critical thinking was created for the purpose of evaluating the results of education. Critical thinking is defined in terms of deliberate, regulated reasoning, which is based on consideration of evidence, concepts, methods, criteria, and contexts aimed at analysing, interpreting, evaluating, and formulating conclusions. Critical thinking is standardly defined by two dimensions: cognitive competences (interpretation, analysis, evaluation, reasoning, explanation, self-regulation) and personality dispositions (interests, awareness, self-judgment, acceptance of alternatives, consideration of conclusions, willingness to reconsider own opinions).

The result of the implementation of cognitive competences and personality dispositions is the creation of a model of critical thinking (Simpson, Courtney), consisting of four dimensions and associated variables.

Table 1 Model of Critical Thinking. Source: Simpson, Courtney, 2007, 57 [8].

DIMENSIONS	VARIABLES
Cognitive skills	Analysis, interpretation, conclusion, explanation, evaluation, self-regulation.
Dispositional skills	Open mind, curiosity, analytics, systematics, self-confidence, thoughtfulness.
Strategies	Question, group work, role playing, discussion.
Criterion	Clarity, accuracy, relevance, depth, fairness, logic, completeness.

Critical thinking is the ability to analyze using thinking and presenting evidence for one's own thoughts, and not just simply accepting personal justification as sufficient evidence. By mastering the skills of critical thinking, an individual can gain many benefits, such as better control over their own learning and empathy for other aspects.

EDUCATION - AN ENVIRONMENT FOR CREATING AND DEVELOPING CRITICAL THINKING

The company is currently in crisis and its biggest threat is the loss of the ability to think. Therefore, it is realistic to expect that the school will be a space for the development of systemic and critical thinking of individuals. This generates many questions as well as the need for a change in education, preceded by a paradigm shift. Nowadays, however, we cannot prepare the young generation for specific future occupations, as we cannot anticipate the requirements of a rapidly changing practice. Therefore, we face the challenge of directing school preparation to master the current required individual skills, in which critical thinking is dominated.

Current education is still based on the repetition of knowledge provided by teachers. In a time of continual innovation, huge number of scientific discoveries

and new technologies, the teacher discontinues to be the dominant source of knowledge and it is necessary to look for another space to realize the relationship between him and pupils, leading to permanent, systematic and practical knowledge of learners. The critical situation at the time of the pandemic (2020), caused by COVID 19, showed the need for significant changes in Slovak education not only in the reconstruction of content. However, it was clearly shown that despite efforts to flexibly implement various methods of online education, the teacher's personality, his work, personal contact and influence on the pupils are irreplaceable in education.

Considerations relating to importance of human critical thinking as well as ways of its creating and developing are intensively confirmed in real life, therefore the establishment of critical thinking in the educational environment appears as one of the basic individual abilities and competencies. The research, realized in the conditions of the Slovak Republic in the period of 2017 within the research project APVV *Practice in the centre of the subject field didactics, subject field didactics in the centre of preparation for practice*, was focused on identifying strategies applying cognitively oriented approach to critical and creative thinking. The results of the research were analyzed and their evaluation led to the identification of six key strategic approaches for the development of critical thinking in education. Specific strategies have been identified for each strategic approach.

Table 2 Strategies applying cognitively oriented approach to the development of critical and creative thinking. Source: own processing.

KEY STRATEGIC APPROACHES FOR THE DEVELOPMENT OF CRITICAL THINKING	CRITICAL THINKING STRATEGIES
Strategies for the development of self - regulation	Creating a space for self-presentation and presentation of pupils' own solutions; creating a space for the presentation of different opinions, attitudes and cultural differences among pupils; using discussion as a tool to explore pupils' own feelings and perceptions; application of small-group teaching methods; creating space for pupils' discovery, curiosity and inquiry; application of problem-based learning; use of similarities and analogies; application of project-based learning; preference for tasks with more correct solutions.

Strategies for the development of systematic and interpretive skills	Leading pupils to deduction and concretization; use of comprehension procedures; use of memorization procedures; leading pupils to summarization and interpretation of the curriculum; preference for cognitively more difficult tasks; use of categorizations; use of associations; identification and definition of basic concepts and relationships by teachers; leading pupils to creation of original ideas, solutions and products.
Argumentation strategies	Use of contradictions; leading pupils to argumentation; leading pupils to identify differences between fact and opinion; leading pupils to the graphical representation of the curriculum (concept maps, handout, tabular, graphical representations); leading pupils to assess the credibility of the resource; leading pupils to the application of the curriculum in unusual situations and tasks; application of role-play teaching method.
Strategies for formulating conclusions and solving problems	Use of various teaching aids except of the pupil's book; leading pupils to formulate conclusions and generalizations; respecting interdisciplinary relationships; use of debate in teaching (leading to the creation of analyzes and arguments); leading pupils to the formulation of questions supporting their own thinking (questions such as: What is the point? What does it mean? Why is it happening? What if? etc.); creating a space for the presentation of pupils' ideas and their confrontation as well as improvement; problem identification; problem solving and suggesting conclusions.
Strategies for developing evaluation	Leading pupils to identify key and relevant facts and ideas in the curriculum; leading pupils to identify cause and effect; asking questions aimed at repeating the memorized curriculum; structuring the curriculum based on defined aims according to specific taxonomies.
Strategies for the development of reading skills	Use of digital learning materials, programs and applications; use of graphic representations in the presentation of the curriculum (concept maps, handout, table, graphic representations); leading pupils to working with text and creating their own notes; creating presentations and supporting teaching materials for pupils.

Another intention and step of the research project is the subsequent implementation of the identified strategies into the process of undergraduate teacher training in the context of specific subject didactics. Thus, teachers will be gradually prepared to develop the competence of pupils' critical thinking at the level of primary and secondary education [9].

COMPETENCE TO THINK CRITICALLY

The importance of critical thinking for pupils is reflected in the ability to select information and evaluate it based on rational reasons. The pupil looks for or should look for reasons, arguments and evidences, which may be statistical data, places in the text, personal experiences or other evidence that can be considered as valid by addressees (Bean, 2011) [10]. Moreover, it is necessary to point out the fact that most of the pupils' knowledge is acquired without independent or self-corrective thinking. The complex of strategies for the development of critical thinking is aimed at the development of pupils. The complex of strategies for the development of critical thinking is aimed precisely at the development of pupil's competencies, thanks to which the pupil becomes an autonomous personality in thinking, attitudes and value preferences.

Pupil's competencies represent a set of demonstrable individual abilities to use knowledge, skills, attitudes and values to achieve personal development, professional development, and application in working and non-working life. Key competencies of pupils in the Slovak Republic are defined by the Education Act (Act No. 245/2008 Coll.) and the State Educational Program at various levels of education. Competence of critical thinking is one of the key competencies and is a prerequisite for independent logical thinking and subsequently leads to independent creative suggestions, which are argued, presented and defended by the pupil [11].

Current requirements of education in connection with the needs of social practice are also possible through the implementation of identified key strategic approaches and specific strategies for the development of critical thinking. Strategies are a way to support and develop pupils' critical thinking competencies.

The complex of methodological approaches must reflect the requirement of integrity of knowledge. Education should respect several requirements aimed to apply the individual in life. The requirements are related to the work of the teacher and his ability to lead and inspire pupils to critically assess the stimuli. We identify some of the requirements: (a) cognitive level: development of basic cognitive processes, validity of information, functionality of information in the context of individual areas of cognition, concentration on essential information; (b) activity level: students' focus on educational activities, completion of educational activities, elimination of multitasking, cognition by action; (c) social level: development of social interaction, support of curiosity through cooperation, communication, question creation, solving everyday situations.

CONCLUSION

Nowadays, people discontinue thinking critically, perform a large number of repetitive activities, receive information uncritically and superficially, as well as they are unable to process it further and lose their sense of detail and become passive recipients of ideas, instructions. The presented research project *Practice in the centre of the subject field didactics, subject field didactics in the centre of preparation for practice* has the ambition to show the real possibilities of developing critical thinking and implement them through the preparation of future teachers in educational practice. The ambition of the team of experts is to achieve that the identified key practices will be implemented by teachers into specific subjects [12].

The use of individual strategies of critical thinking in teaching methods is a prerequisite for real stimulation of pupils to develop their self-regulation, systematic and interpretive skills, evaluate and solve problems, formulate conclusions and other partial competencies, leading to the ability to think clearly and rationally [13]. Critical thinking is an important prerequisite for a person to be able to perceive the causes and consequences of phenomena, to anticipate how things will develop. The ability to perceive connections is a part of the mentioned thinking. This type of thinking is an important part of everyone and its application in social and working life.

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DIGITAL HUMANITIES AND TRAINING STUDENTS TO WORK WITH SOURCES: THE EXAMPLE OF STUDYING THEOSOPHICAL JOURNALISM OF THE RUSSIAN EMIGRATION OF 1920S-1930S

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ABSTRACT

The article is devoted to the study of the experience of using the capabilities of Digital Humanities in the preparation of research projects in history. In particular, the article reveals the methodology for using a complex of areas of information computer technologies when working with sources, on the example of studying Russian Theosophical Journalism of Emigration of 1920s-1930s, which can be used when studying other topics by students of humanitarian orientation. The teacher can teach students to use information technology in different ways. First, get acquainted with the databases of archives and electronic libraries. Modern capabilities allow you to remotely analyze the catalogs of emigrant publications. Secondly, the researcher has access in a number of cases to already digitized sources in databases, for example, in the Consolidated Catalog of Periodicals of the Russian Emigration - Emigrantika (http://www.emigrantica.ru/), getting acquainted not only with the text, but also visual information. Thirdly, Digital Humanities allow using a variety of tools for interpreting texts, in particular, programs for creating author's databases with the introduction of hypertext, programs for conducting content analysis. It is these components that allow us to conclude that modern information computer technologies are increasingly allowing historians to conduct a source study of electronic resources, interpret the received primary data, and in the future create more and more advanced distributed systems. Acquaintance of students with the models of work of researchers using the capabilities of Digital Humanities should also contribute to the more active implementation of modern methods of working with various types of information contained in historical sources.

Keywords: Digital Humanities, multimodal humanities, teaching students new methods of historical research, Theosophical Journalism of the Russian Emigration of 1920s – 1930s

INTRODUCTION

At present, it is difficult to imagine conducting historical research without the involvement of information and communication technologies. Accordingly, teachers discuss methods of teaching students new methods of working with historical sources in order to form their research competencies.

METHODOLOGY

Methodologically, this article is based on the ideas of humanitarian informatics, which received special development at the beginning of the XXI century, with the advent of Web 2.0 technologies.

1. Prerequisites for the introduction of new methods and forms of training specialists – historians in Russia

The beginning of the XXI century in Russia became the period of the state's recovery from the crisis of the 1990s, which is characterized by cardinal transformations in all spheres of society.

The transformations have affected the field of education. In 2003, the Russian Federation entered the Bologna system, which led to a radical revision of all standards in education, the development of new approaches to teaching in higher education.

The reforms of the educational system at universities were also caused by the active formation of the economy of the fifth wave of innovation, and preparations for the transition to the sixth one.

These challenges affected all areas of training, including traditional, classical ones, which include history education.

Among the conceptual achievements of the period from 2003 to 2020: creation of research centers in the higher education system; updating the content of history education, which is reflected in new programs, lecture courses, textbooks; an emphasis in the organization of the educational process on the development of students' research competencies. The latter would have been impossible without a revision of the technologies for conducting scientific research of students, among whom information technologies took an important place.

2. The history of the implementation of information and communication technologies in historical research

The modern scientific paradigm is formed by scientists who actively use information and communication technologies, which have become an active research tool after the advent of Web 2.0 - the Internet, with open user content. Historians also note the high potential of using new technologies. The conceptual apparatus of researchers has been replenished with such concepts as Digital history, E-History, Digital Humanities, and in Russian science, the term Historical Informatics.

A historical overview of the development of information and communication technologies in the humanities is presented in the chapter "Information and communication technologies" by A. S. Kotov, in the collective monograph "The study of Russia by modern historians of the West and the East." [1]

The author notes that an extensive historiography of this issue is presented in the works of American and English researchers - T. Presner, D. J. Cohen, S. Hockey; and also in the works of Russian researchers - L.I. Borodkin. I. M. Garskova, A. Yu. Volodin.

According to A.S. Kotov, the most successful periodization of the application of information and communication technologies in the humanities is presented in the works of Susan Hockey. [2]

The researcher pointed out that the beginning of the use of information technology was founded by Jesuit priest Robert Bus, who, together with founder of IBM Thomas Watson, transferred the process of creating an index of the words used in the works of Thomas Aquinas into the processes of an electronic computer.

Later, during the four periods of DH's development, researchers went from calculating on mainframes ("large computers") to working on personal computers, from the first professional associations to creation of international associations (Association for History and Computing), from using local networks to working in international professional social networks (Academia.edu, ResearchGate, Social Science Research Network and others).

On the one hand, the rapid development of information technology, has stimulated an increase in the number of research projects, publications, on the other hand, has raised a number of questions on the source study of electronic resources. At the beginning of the XXI century, for consideration of methodological issues of work in new conditions, historians began to unite at conferences touching upon the "Digital Humanities" issues as a set of areas for the application of information and communication technologies in the humanities.

It is necessary to note that among the issues that were raised at such conferences, the problem of training professional historians in universities, taking into account the new opportunities of DH.

In our opinion, the most productive option is to familiarize students with the algorithms of work, first of all, by the teachers themselves on scientific projects using information and communication technologies, and then the independent implementation of projects.

3. Teaching students to work with sources using information and communication technologies: on the example of studying theosophical periodicals of Russian emigrants of 1920-1930s.

Modern students entering universities are very familiar with information technology. However, when preparing professional historians, it is important to form competencies in future specialists that will allow them to work with materials presented on the Internet critically. Let us consider the algorithm of interaction with students using the example of working with theosophical journals of Russian emigrants before World War II, which can be organized within the framework of training courses on source studies.

At the first stage, it is necessary to remind students briefly that the beginning of the 20th century is associated with an active interest of the intellectual elite of Europe, as well as Russia, in various occult practices, mystical teachings, which is a reaction to the harshest social realities of capitalist society, a premonition of an impending world war. In large European cities, including Moscow and St. Petersburg, Masonic lodges, the Rosicrucian orders, theosophical and anthroposophical groups actively worked. Researcher P. G. Nosachev introduced the term "marginal religiosity"[3] into scientific circulation to reveal the complexity of this phenomenon, and noted that over the past twenty years, whole academic directions have been formed to study the history of esoteric teachings and organizations.

The need for an interdisciplinary approach complicates the process of studying this phenomenon. The usage of information and communication technologies in the study of marginal religiosity is intended to simplify research procedures. Moreover, the study of the history of the theosophical movement as a phenomenon of the spiritual life of Russia and the West at the end of the XIX - XX centuries is in demand and relevant for understanding the mechanisms of people joining sects and occult nowadays.

We know that the ideas of theosophical teaching began to spread in Russia at the beginning of the 20th century. The founders of the doctrine were Helena Petrovna Blavatsky (1831-1891) and the English Colonel Henry S. Olcott. In 1875 they founded the Theosophical Society in New York, which was then transferred to India (to Bombay, and in 1881 - in the suburb of Madras - Adyar). After the death of E.P. Blavatsky her work was continued by Annie Besant, who was president of the World Theosophical Society from 1907 to 1933. During her lifetime, the theosophical network covered many countries, including Russia.

Since 1901, several theosophical groups functioned in Russia, in 1908 the Russian Theosophical Society was entered in the register of societies of St. Petersburg, and later it opened branches in Moscow, Kaluga, Kiev, Vladivostok, Smolensk, as well as small theosophical centers in various regions of the Russian Empire.

Members of the society organized meetings, gave lectures, and published journals. The central organ of the society was the "Bulletin of Theosophy", published monthly since 1908 in St. Petersburg.

The revolutionary events of the early twentieth century, as well as the further formalization of new legislative norms in Soviet Russia, then the USSR, led to the closure of society.

The chairman of the society A. A. Kamenskaya and a number of theosophists emigrated to Europe, the rest were exiled to remote regions of the country.

In emigration in 1926, the Russian section of the International Theosophical Society was opened under the name - Russian Theosophical Society outside Russia. A. A. Kamenskaya was its General Secretary from 1926 to 1938. The society opened its branches in the cities of Europe, Asia and America. The largest number of divisions of the Russian section was opened in Europe. According to some reports, in 1931 there were 8, 1938 - 9, in such cities as Geneva, Paris, Prague, Revel, Belgrade, Berlin and others. [4]

Further, students can be asked to answer the question of how to organize a search for sources for the reconstruction of the section's work in emigration.

It is important that when answering, students not only noted that probably some of the sources have not been published and are stored in archives, while others were published. It is important to understand whether the Internet can help in finding these materials.

The teacher can agree with the students and comment that indeed some sources are published. In particular, the work of Elena Fedorovna Pisareva , translator and writer, chairman of the Kaluga Theosophical Society "History of the Russian Theosophical Movement"[5], which contains a certain amount of information about the work of Russian lodges in emigration. A number of sources are kept in the State Archive of the Russian Federation, which catalogs can be found on the special portal "Archives of Russia" (http://www.rusarchives.ru/). For example, Fund 7465 "Russian Theosophical Society outside Russia" is waiting for its researcher. However, a comprehensive reconstruction of the history of emigre organizations is impossible without an analysis of their periodicals.

It should be noted that in the course of teaching students searching on the Internet about these journals can not be made by entering simple queries, since the information search algorithm is formal-logical, without taking into account the requirements of historical science. That is, most often, in response to a request, information is dropped out that is in demand by the mass consumer, and not by the scientific community.

That is why the research scientist must study query languages. And also when searching for information to be guided by scientific registers, bibliographic reviews.

For example, a consolidated list of periodicals of various mystical and occult organizations published in the Russian Empire, then in emigration, and again in the Russian Federation, is contained in the collective monograph "Occultism in Russian and Soviet Culture" edited by B.G. Rosenthal. [6]

Among the many occult journals, such as "Anthroposophy", "Phoenix", "Occultism and Yoga" and others, we also find the Theosophical journal "Vestnik", published in Geneva from 1924 to 1940 in Russian, edited by A A. Kamenskaya and Ts. L. Gelmboldt.

The issues of the journal contain information on important events of the Theosophical movement; international congresses held by the International Theosophical Society; activities of the Russian section.

Students must understand that only the emergence of Web 2.0 technologies allowed the creation of networked research infrastructures, as well as mechanisms of communication with collectors, passionate about history people, whose data allows to further intensify the implementation of research projects.

Speaking about access to the list and issues of the "Vestnik", it is obvious that some issues of the journal have been digitized and are available in electronic libraries and specialized journals. Students can be shown an electronic database - the portal "Emigrantica" (http://www.emigrantica.ru/), containing a consolidated catalog of periodicals from the Russian diaspora. The teacher can introduce students to the algorithm for working with this kind of directories. As a result, students can find and read information about which archives and libraries one can read the issues of the journal, particularly in electronic libraries - the University of California at Berkeley (microfilms), the National Library of the Czech Republic.

The teacher can also emphasize that many keen historians, thanks to the fact that nowadays the Internet provides access to second-hand bookstores, as well as book auctions, can acquire valuable sources in private libraries, or gain access to the private collections of other researchers.

Working with students, one should draw their attention to the fact that the historian's job is also to interpret the found content. The identification and creation of the source base of any historical research should not replace one's own theoretical conclusions, reconstruction of the general historical picture. That is why active work is currently underway to create new tools for working with large amounts of data.

Among the important tools for the historian are programs for content analysis of texts. In Russia, popular programs are: "CONTENT-ANALYSIS Pro", the rights to which belongs to the research committee "Theory of Social Systems" of the Russian Society of Sociologists (http://ecsocman.hse.ru/text/35480087), the VAAL system (http: //www.vaal.ru/).

The result of the lesson with students on the use of information and communication technologies for the search and analysis of periodicals of Russian emigrants-theosophists should be not only the continuation of the formation of the competence of searching for sources on the Internet, but the students' awareness that the modern level of Digital Humanities gives the researcher the opportunity to use the Internet as a reference book, library, archive, and ultimately, as a laboratory of a historian.

CONCLUSION

For more than 50 years of development of "Digital Humanities" as a complex of directions for the application of information and communication technologies in the humanities, it has gone through a revolutionary path from the creation of the simplest databases to the algorithmization of distributed global interaction via the Internet with the content of large databases, with its own research tools and the use of specialized software.

Since 2000, Digital Humanities have gained particular importance as the computer expanded its capabilities in humanities research and the array of digitized materials increased.

The author concludes that modern liberal arts education presupposes the obligatory study of the possibilities of Digital Humanities.

Training in higher educational institutions for future historians currently contains of students involvement in project activities, which allows them to form the competencies of a researcher. In the course of preparing students for implementation of such projects, students should get acquainted with the possibilities of "Digital Humanities", learn the methodology of working on the Internet with historical resources. The most interesting is the holding of seminars on little-known historical problems. In this article, the author proposes an algorithm for considering the historian's new tools in the classroom solving the problem of finding various sources, including periodicals of the Theosophical societies of Russian emigrants, as well as the possibility of some software products for analyzing the found content.

The development of new forms and methods of conducting classes with students with the involvement of information and communication technologies will allow the formation of a new practice of teaching history, which will be the modern methodological, informational, source study, analytical state of historical

science, and will also allow to continue work on the search for new methods of development of "Digital Humanities" in future.

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DISTANCE EDUCATION IN FURTHER PROFESSIONAL TRAINING IN ENTERPRISES DURING PANDEMIC PERIOD

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ABSTRACT

Constraints on our personal and professional life imposed by the COVID 19 pandemic have radically influenced our approach to forms of education, including those used in further professional training of employees. This shift means the focus on distance education as a managed educational form, which is suitable for further professional training. The aim of the paper is to present the implementation of distance education in further professional training in enterprises and based on the empirical research propose ways of improving options of education. Distance education is characterised in terms of its principles and developmental stages. Its first generation was correspondence education. The Learning Management System (LMS) and Learning Content Management System (LCMS) are described as the systems applied in further professional training. The research was conducted by means of the questionnaire method, combined with the pre-research survey. Results of empirical research are presented in tables. Separate parts of the paper deal with ICT application in corporate education (correspondence education, Computer-based training (CBT), Web-based training (WBT), Technology Based Training (TBT) and with the utilisation of Learning Management Systems (LMS). Analysis of respondent opinions shows that respondents tend to prefer the face-to-face form of corporate education. The length of the pandemic is going to affect the spread of e-learning in corporate education and its role in education. The learners' interest may be expected to be shifted to LCM and LCMS utilisation. The paper is a partial result of the research scheme VEGA No. 1/0309/18 "Social networks in human resource management" supported by the Ministry of Education, Science and Research and Sports, Slovakia.

Keywords: *distance education, further professional education, correspondence education*

INTRODUCTION

In addition to the educational function, education in further professional education in enterprises also fulfils the information and communication function. This function is manifested not only in the training of employees, who can be trained individually, in groups and collectively, but in teams, which is

accompanied with the complex and original solution to many work-related problems. In the employee education and training, managed forms of education focus mainly on face-to-face form of education in numerous enterprises. Cooperative forms of education are also used, and these are based on the cooperation of learners. Participants are guided to develop the skills related to dividing social roles, planning activities, dividing tasks, learning to advise each other and combining partial results into a meaningful whole. This kind of cooperative learning leads to team working, participative learning, as well as to developing delegation abilities, conducting mutual control, and the like. However, these proven forms of education are currently influenced by the COVID 19 pandemic, which has resulted in the reduction in personal contacts and relationships also in corporate educational activities. The emergence of a global pandemic has damaged the economies of many enterprises to the extent that they have been forced to apply for state aid in order to avoid dismissals and ensure their economic survival. The resulting crisis has divided the enterprises into two groups: those that have reduced their activities or closed down for economic reasons and those whose financial means enabled them to change their core business activities to training employees for their future work in changed conditions. However, established and traditional forms of education have had to change, too. **Distance education** has come to the forefront of interest, and this is the topic we deal with in the paper and the focus of empirical research in terms of its application of distance education in further corporate education. During its development, distance education has experienced several developmental stages, related to the ICT development and employee abilities and their application in managed education. The paper is part of the VEGA project no. 1/0309/18 "Social networks in human resources management" while the aims of the paper are in line with those of the project.

Distance education and further professional corporate education

Distance education as a planned instruction belongs to the controlled forms of education is suitable for further professional corporate education. Distance education is a form of study based on self-study in which learners are not in daily personal contact with the lecturer; instead, they study independently and most of the learning takes place remote from the lecturer locally and sometimes also in time. A successful distance learning depends, above all, on a high motivation to study and the learners' abilities to systematically manage their spare time and learning. It is a managed active self-education adapted to the learners' pace and abilities and supplemented with consultations using various communication media. This form of education was also attractive in the past, when information and communication technologies were less developed, and correspondence education was applied. Correspondence education is the first generation of distance education and its creation was supported by spatial distances and the impossibility of regularly participating in full-time education. The Editors of Encyclopaedia Britannica explain the concept of correspondence education as follows: **"Correspondence education (is),** method of providing education for non-resident students, primarily adults, who receive lessons and exercises through

the mails or some other device and, upon completion, return them for analysis, criticism, and grading. It is extensively used by business and industry in training programs, by men and women in the armed forces, and by the governments of many nations as part of their educational program. It supplements other forms of education and makes independent study programmes readily available." [5]

Beginnings of correspondence education can be traced to the mid 19th century in the United Kingdom. Its rise was connected with industrial and urban development in Great Britain, United States and Germany. Sometimes, the instruction in these courses was a "combination of home study and resident seminars or laboratory work" and included for example sound records or tapes, films, or videotapes, and under specific conditions such as in the Australian outback also a two-way radio and a transceiver. The arrival of email in the 20th century contributed to its spread and increased the speed of teacher–learner communication. [5] Nowadays, distance education is perceived as a multimedia form of managed study, which provides new educational opportunities and supportive educational services usually for self-learning participants. The quality of distance education also depends on the provision of supportive educational services in study and counselling centres, available to all study participants. With the development of hardware and software, and information and communication technologies (ICT), new possibilities have also been created in distance education. Classic materials and information packages together with teaching materials in the form of printed documents are gradually being transformed into electronic textbooks and software packages supporting interactive and individual education. In addition to teaching materials, management education systems have also changed. Software systems have been designed that not only contain curricula, offer subjects and thematic units supplemented with electronic materials, and other teaching aids, but also support their organizational and administrative aspects.

More broadly, e-learning could be defined as a tool for designing, updating, distributing, and evaluating education and knowledge management through network technologies and a computer with appropriate software and hardware [7]. E-learning also includes knowledge management systems and learning management systems (LMS) and systems for content management and provision of electronic courses (LCMS) [9]. It exists in several basic variants depending on the communication technology it uses [3] and is basically divided into off-line and on-line e-learning. Online e-learning is characteristic of interconnected computers in the network, through which information is transmitted, and this way, the learners are connected. [6], [1]. On-line e-learning comes in two basic forms of communication, namely synchronous and asynchronous [11]. The synchronous version of online e-learning requires a constant connection to the network and allows the learner to be connected to the lecturer (tutor) and other learners at a given moment. Here, time independence is lost [4], but its great advantage is the ability to communicate over long distances using chat, virtual phone, interactive video, video conferencing service, etc. Synchronous communication takes place

in real time, i.e. actors have to be present at the same time. Historically, it was the telephone connection that first made synchronous communication possible. Today, it is also possible to use Internet telephony (e.g. Skype). The ICT development has enabled the emergence of other means of communication, such as chat or video conferencing [2]. The asynchronous version of e-learning is less demanding; it does not require a permanent connection to a computer network. Participants and the lecturer communicate through standard e-mail, web, Skype consultations, discussion forums – discussion groups [10], and the like. This version uses all forms of asynchronous communication and various didactic activities: discussion forum, virtual seminar, computer simulations in virtual laboratory, group project, electronic mail, etc.

E-learning in enterprises can be implemented by their own activity or through vendors of software supporting e-learning. It can also be implemented by means of e-learning systems, namely for the management of learning/teaching called Learning Management System (LMS) and the system for content development Learning Content Management System (LCMS). LCMS refers to a new generation of systems for managing the learning process. Most LCMS systems automatically administer the entire learning process (assessment, results, etc.) and the functions of developing learning content, importing, exporting, and sharing. LMS is usually expected to involve: management and registration of all types of learning/teaching from electronic asynchronous courses, through virtual classrooms to classical teaching in classrooms; a central catalogue of all educational events (electronic courses, virtual classrooms, video conferencing, classrooms, external teaching), registration processes, resource, and financial management related to it; modelling of the organization and competences, recording the individual skills achieved; access to educational events, monitoring of the activities of individual users, reporting of all types of learning activities together and individually; a rich number of synchronous and asynchronous communication channels between students, lecturers and education managers, means for capturing, exchanging, and sharing information and knowledge [8].

In general, LMS can be described as a software product that offers automatic support for the learning process. In the previous text, we mentioned the related term LCMS, which is a combination of LMS and CMS [3]. The LCMS system should address: team process of content development, administration and re-using content sources, decomposition and composition of the content into learning units of any extent, supply of individually customisable learning units to end users, detailed monitoring of users' activities over learning units, support to the integration of e-learning learning strategies. However, original functions of LMS were oriented to administration and organisation of instruction; it was only later that other functions were added, those for content management, options of synchronous and asynchronous communication, and even some authoring tools. This way the functionality of LMS systems was increasing, while that was no longer reflected in their names. LMS and LCMS are to some extent independent systems. Nowadays, they are interlinked in the standard of SCORM (Sharable

content object reference model). The standard defines the description and behaviour of learning units of the content so that LMS was able to cooperate and act as an intermediary the functions mentioned above by means of any content, meeting the SCORM standard. In the theoretical description of the present paper, our focus is only on some basic characteristics that created the basis for critical analyses of the problems under study.

METHODOLOGY

The emergence of the global COVID-19 pandemic has had a significant impact also on education. Measures to combat the virus bring a number of economic problems in enterprises, which have made numerous enterprises close down. However, each crisis has its time limits and is followed by a period of recovery that requires employees who are ready to perform their work activities. The aim of our research is to describe the implementation of the distance education in further professional corporate education and propose the ways of improving options of education based on respondents' opinions in sections, according to the Statistical classification of economic activities SK NACE Rev. 2 in accordance with the Decree No. 306/2007 Coll., which were considerably affected as a result of corona crisis. The object of our research was Section G, divisions 47 Retail except for motor vehicles and motorcycles in group 47.5 Retail in other household goods in specialised shops and group 47.6 R Merchandise for culture and recreation in specialised shops and sections R–Art, entertainment, recreations, and divisions: 91 Activities of libraries, archives, museums and other cultural facilities and 93 Sports, entertainment and recreation activities. The research was conducted by means of the questionnaire method. Questionnaires were distributed electronically. From the original number of 360 dispatched questionnaires, only fully completed 135 questionnaires could be considered for the purpose of statistical processing. Since these sections are represented mainly by micro- and small enterprises, which were facing existential problems, the rate return of questionnaires was 37.5%. Employees were selected according to completed education, i.e. university education of all levels and secondary vocational education with *maturita* (equivalent to GCSE). The aim of our research was to explore the possibilities of applying distance education in enterprises. Based on respondents' opinions, there are efforts for eliminating the problems identified in our research, which are connected with the implementation of distance education and with searching for the ways of increasing interest in this form of education.

RESULTS

The empirical research was carried out in two sections: section G consisting of 46 respondents and section R, represented by 89 respondents. Based on the preliminary survey, the sample of respondents available was reduced to 115, consisting from the respondents who really use distant education forms in their further professional education during the corona crisis. Managed education comes

in various forms derived from the possibility of applying employee technical and digital competences and skills.

Tab. 1 Implementation of education via various IC technologies

Form of education	Supported items	Sections of SK-NACE Rev. 2	
		Section G	Section R
Correspondence education	Materials sent by post	4	-
	Utilisation of mass media (radio, television)	-	-
Computer-based training (CBT)	Educational materials on CDs and DVDs	17	27
Web-based training (WBT)	Educational materials in web pages and available via Web browsers	10	41
Technology Based Training (TBT)	Broader concept as e.g. CBT and WBT (LMS, LCMS)	-	16

Source: results of empirical research

Original LMS functions were oriented only to administration and organisation of instruction; it was only later that the functions for the content administration, synchronous and asynchronous options of communication, and even some authoring tools were added. This way the LMS systems functionality has been rising.

Tab. 2 Time alignment in employee enterprise training

Time alignment (harmonisation)	Instruments applied	SK-NACE Rev. 2 sections	
		Section G	Section R
Synchronous education	Audio and video tools (telephoning)	10	57
	Internet telephony (via the Internet, e.g. Skype, WhatsApp)	10	57
	Live transmissions of lectures with online (immediate) feedback	4	24
	Chat	10	57
	Videoconference	9	19
Asynchronous education	Electronic mail	31	84
	Discussion fora	9	36
	Electronic education sources dispatched	28	84
	Sending short messages	31	84
	Written assignments	-	12
	Visiting education portals	-	24
	Visits to electronic libraries	-	79
	Social networks	22	81

Source: results of empirical research (in some enterprises, also several instruments are applied)

Synchronous education in section G is used by ten enterprises, while several tools for synchronous education are used in these enterprises. This is similar in section R, where synchronous education is used in 57 institutions, while these institutions use several tools. Asynchronous education is used in all analyzed enterprises, i.e. in 31 enterprises in section G and 84 enterprises in section R; several tools are also used simultaneously. The difference is only in the frequency of their usage. It should be noted, however, that some tools are not applied by all enterprises. In section G, LMS systems are not used, but in section R they are applied by several institutions, according to respondents. Learning Content Management Systems (LCSM) are not mentioned, but LMS is considered to be an equivalent of the concept of LCMS (even though it is not the case).

Tab. 3 Utilisation of Learning Management Systems (LMS) in section R of Statistic Classification of Economic Activities SK NACE Rev. 2

Learning Management System (LMS)	Most frequently used LMS systems	Application in section R
Commercial LMS Systems	Blackboard	4
	Pearson's eCollege	3
	iTutor	2
Open LMS	Moodle	16
	ATutor	5
	Canvas	11

Source: results of empirical research in divisions 91 and 93, Section R

Institutions that use LMS select mainly open systems (which occur in particular in Division 91 Library activities, archives, museums, and other cultural facilities; Division 93 Sports, entertainment, and recreation activities use) use also commercial systems apart from open systems. In general, these institutions use Moodle and Canvas systems. E-education is a new philosophy in education, in which the learner occupies a central role, while the instructor's role is that of a facilitator. Within lifelong education, this form of education enables to satisfy learning needs of heterogeneous target groups of learners with various time and space constraints. It is becoming a significant innovating element in further professional education.

CONCLUSION

The corona crisis phenomenon is viewed in the paper as an opportunity for the development of educational activities in enterprises. The global situation caused by the pandemic has led to the massive utilisation of two historical trends in education, namely distance education and e-learning, and these in turn, are being improved by the ICTs. However, ICT is not the only factor that determined

the historical e-learning e-learning development. The needs and desires for education without physical participation led to the emergence of various forms of education described in the paper, while these forms were based on communicating via postal correspondence or telephone. The content of the training was also delivered by post in the form of printed materials and through mass media.

Respondents' replies indicated numerous barriers and disadvantages of this education as well as their preference for a traditional in-class learning. The length of the pandemic will affect the spread of e-education users and its role in educational process. Learners' interest is likely to be shifted also to utilising various LCM systems and their modern LCMS version. These developments are going to result in increased requirements placed on systems designers. Given the limited application of LCM systems so far (as indicated by our research), we recommend to adopt the following LMS selection criteria: monitoring an overall system functionality (course organisation, user courses, develop content, adding activities, communication, group work, and evaluation instruments); developing learning materials; organization and administrative functions; user friendly interface and intuitive design; technical resources; language versions; and funding (purchase, implementation, and operation). The LMS selection has to be based on an education strategy established in a given institution. The formulation of requirements placed on LMS, cooperation with LMS designers, demonstration of the system designed, and placing one's own specific requirements have to precede the decision on a particular LMS system.

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EDUCATION, MIGRATION AND SUSTAINABLE DEVELOPMENT - PERSPECTIVES OF AGENDA 2030

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ABSTRACT

Global development programs from Agenda 21 (1992) to Agenda 2030 (2015) inevitably promote the importance of education for all, ie they call for equality in access to educational resources. Recognizing the reality of the emergence of a growing category of "mobile population" in the world and the challenges of regular and new migration, for the first time the current Agenda emphasizes the commitment to migration. In this context, it is challenging to monitor the links between migration issues and the highlighted objectives of the Agenda, with a particular focus on sustainable development goal 4 (SDG 4) relating to quality education. Its targets as well as the objectives of the Agenda relating to poverty reduction, the right to employment and decent work (SDG 8), access to justice for all (SDG 16), and the strengthening of the global partnership (SDG 17) primarily imply access to educational resources for all. By promoting the thesis of education as an "enabling right" which, in addition to supporting opportunities for personal development and integration, can also be a driving force for global sustainable development, education is seen as a generator of sustainable development and knowledge society. In the context of the situation of migrants it supports the protection and security of acquired knowledge, prevents the risk of exclusion, ie contributes to their empowerment for sustainable life in the community.

Keywords: *Agenda 2030, education, migration, sustainable development*

INTRODUCTION

As a continuation of previous programs for global sustainable development, and taking into account the dynamics of change in world society, the latest declaration for sustainable development, for the period from 2015 to 2030, The United Nations Agenda 2030 for Sustainable Development [1] (Agenda) for the first time through its goals emphasizes the commitment to the migration issue as a global one. Explicit commitments have been set and migration has been officially recognized in international development frameworks and processes. Thus, inclusivity and the promise that "no one will be left behind" are promoted as a central principle of the Agenda, and the importance of migration is presented as a factor that can contribute to both development and poverty reduction [2]. In addition to the strong interest in trying to secure more comprehensive agreements on safe, orderly and regular migration that include full respect for human rights and humane treatment of migrants, it is recommended that "states recognize the

positive contribution of migrants to inclusive growth and sustainable development"[3]. Setting these goals and recommendations in the Agenda opens the perspective for making progress in moving away from the dominant perception of migration as a problem [4]. In this regard, the positive contribution that migrants make to inclusive growth and sustainable development in countries of origin, transit and destination [5] is increasingly emphasized. In this sense, the thesis that education is crucial for the distribution of life opportunities for all is particularly acceptable [6], ie as a means to achieve all goals of sustainable development [7].

When it comes to migrants, education applies equally to the issue of inclusion as well as to the contribution to their empowerment for sustainable living in the community, through regular and lifelong education. This certainly implies an approach to transformative education that presupposes the need to view education in a broader context, beyond formal institutions and schooling itself, as a concept that takes place in different instances and in different environments throughout life [8].

APPROACH

Using the method of analysis the literature and online sources on the potential goals of the 2030 Agenda related to the role of education in migration issues, as well as recent research on this connection. The analysis of the Agenda as a document of the World Development Strategy implies and provides a selection of goals related to education and migration as well as other goals that affect migration issues. This analysis is contextualized by reference studies on the importance of education and on the goals of the Agenda for the perspective of creating inclusive and sustainable communities.

Education and migration in the 2030 Agenda

In addition to the separate chapters of the Agenda presented through the Sustainable Development Goals (SDGs) explicitly linking education and migration, and the reduction of inequality (SDG 4 and SDG 10), the issues of migration and migrants are contextualized through several other goals/chapters. This recognizes the economic value of migrants by considering the importance of ensuring decent work (SDG 8), followed by engaging in trafficking issues (SDG 16) with a strong call to facilitate safe, regular and responsible migration and well-managed migration policies (SDG 10.7). The last chapter (SDG 17) attaches importance to improving the disaggregated data and "migration status" as relevant national characteristics. Regarding the very importance of educational potential and equal access to educational resources for all, in Chapter 4 there is a strong link between goals that can be contextualized with migration issues, related to the possible contribution of migrants to sustainable development (SDG 4, Targets 4.1, 4.2, 4.5, 4.7). In its title this chapter calls for inclusive and equitable education and lifelong learning for all, and in particular within its targets aims to meet the

needs of children in vulnerable groups including migrant children, refugees and other displaced people that are often excluded from the education system due to language or socio-economic barriers. In addition, SDG 4.2 emphasizes the need to include them in a quality early childhood education, which is necessary to prepare migrant children for primary school.

Furthermore, contents focusing on socio-emotional learning, education on human rights and citizenship in school curricula, followed by promoting a culture of peace and non-violence (SDG 4, Target 4.7) are aimed at developing intercultural education. It applies equally to all actors of current forced migrations produced by wars as well as to those in migratory flows caused by globalization processes in the economy, or as a consequence of climate change. In the context of the perspective of migrants, the importance of eliminating all discrimination in education and promoting lifelong learning opportunities (SDG 4, Target 4.5) must not be overlooked. Due to the pronounced attempt to eliminate child labor, exploitation and child trafficking, financial support is planned for families to boost education for migrant children by freeing them to receive the education that they would not otherwise be able to have (SDG 16, Target 16.2). The intent relating to the potential reduction of forced economic migration is highlighted in SDG 4, Target 4.b, where it is recommended to significantly expand the number of available scholarships to developing countries, especially for the least developed, then small island states and African countries.

When education and migration are problematized, there are several key links, which join the general global effort to build a better migration-related understanding, trust and cooperation [3]. These refer to already adopted educational policies that insist on the wide availability of education. Thus, the importance of education for economic development, social inclusion, environmental sustainability and good governance is emphasized, and it is argued that education is a bridging factor for all dimensions of sustainable development [9]. It is estimated that improving access to education for migrants will affect the achievement of a number of global sustainable development goals. In the spirit of these goals, which unite the economic, social and environmental dimensions of development, the issue of migration also arises through the need to protect the rights of migrant workers, especially women (SDG 16 and SDG 8). Also, migration targets are necessarily linked to the promotion of peaceful and inclusive societies, the rule of law at national and international levels by ensuring equal access to justice for all (SDG 16), and the reduction of social exclusion and poverty (SDG 1). This, of course, applies equally to the domicile population and to migrants, ie to the contribution to the creation of inclusive and sustainable communities that imply wide chances of access to education. The last goal of the Agenda (SDG 17) combines all of the above with a commitment to ensuring a certain, peaceful, prosperous and fair life on Earth for all now and later.

Education as an "enabling right"

A study by Bengtsson et al on the relationship between education and other key sectors in the context of new global goals of sustainable development puts forward the thesis of the education potential, which is characterized as an "enabling right" [10]. In addition, it should not be overlooked that, although it is held that education is a "borderline practice" and that institutionalized education systems are inevitably linked to the interests of the nation state, these are at the same time spaces and places essentially characterized by bringing people together [11].

At the international and national levels, legal aspects have been developed for decades that regulate and support migration in the direction of security and protection of migrants, ie the improvement of their legal status. This applies in particular to the prevention of risks arising from situations that link migrants to the informal economy, ie working in the gray zone or engaging in illegal activities. The latter is actualized in education, for example, when encountering a problem of conditions and challenges regarding the education of adult migrants or their inclusion in lifelong learning. This relates to a necessary acquisition of skills and training required for decent jobs for which recommendations are also given under the SDG 4 Agenda and is particularly emphasized in SDG4, target 4.4, as mentioned in the previous chapter. In addition, this problem is highlighted in the supporting UNESCO document related to adult learning and education [12], which gives structural, enabling and central role in promoting the implementation of the overall Agenda" [13].

Globalization, on the one hand, drives people and the world economy, and in terms of educational opportunities, it primarily refers to cases of economic migration when young professionals are encouraged to emigrate through prepared programs for further training of receiving countries. However, one can also speak of the paradoxes of "mobility capital" and "unequal mobility" or questionable "equity within mobility", which in the case of ongoing problematic migrations and refugee crises is linked to questions about how to "reduce inequalities" in these processes [14]. These assumptions present key challenges for linking new migration and education. Therefore, universal concepts for resolving a possible migrant crisis are accompanied by those on the importance of connection with the characteristics of the local, which is especially emphasized in the perspective of education for sustainable development. In addition, education systems are among the first social institutions to respond to changing social and political structures, therefore the implementation of education is important for the formation of political and cultural identities [6] (Horvath, 2018: 237). This relates primarily to the key integration challenge posed by migration processes, whether they involve migrant workers or refugees.

Namely, SDG 4 and its targets primarily place education as a common good and move it away from its often prominent utilitarian function in economic

development. In this sense, education refers not only to the possibility of acquiring skills to provide a livelihood, but above all to the values of respect for life and human dignity, which harmonizes the community by accepting diversity. Such steps towards more balanced social relations are also the basis for respecting nature, ie for moving towards sustainability. Education and the educational subsystem thus occupy the expected place within the social system and gain the importance of the main tool for achieving sustainable societies. However, its transformative approach is also affirmed, which refers to the importance of developing a person's potential, ie the emancipatory character of education which sees the role of education primarily in the development of critical thinking and responsibility. This approach supports the development and education of global citizenship that promotes critical citizenship with the ability to reflect on challenges such as inequalities, human rights, peace and sustainability, both locally and globally, and contributing to a proactive attitude towards a more peaceful, tolerant, secure and sustainable world [7].

Ultimately, all these challenges are part of the discourse of education for sustainable development and sustainability directed toward values, very much needed to build attitudes and behaviors that imply respect for others and for diversity as well as a sense of justice, willingness to dialogue and responsible action achieved by its transformative approach. In pondering the essence of education or answering the question of what is expected of it, the well-known theses of Paolo Freire's critical pedagogy and John Dewey's critical theory of education are reaffirmed. The most distinctive feature of this approach relates to the perception of education as a process that is not limited to schooling [8]. Unlike the dominant transmissive approach, which focuses on social reproduction, that is, on the production of labor force needed by the economy, the transformative approach suggests a paradigmatic shift in education. In other words, education is expected to change in the direction of creating the conditions for the transformation of the individuals involved which includes taking responsibility for oneself and for community. In addition to the orientation towards the non-selective provision of opportunities for education and educational achievements, the previously highlighted goals of the Agenda are shown in the context of migration and opportunities for migrants as a range of expanding opportunities and rights for active participation in the community and in its construction. In a true sense it can therefore be interpreted that the Agenda SDG 4 call for equal quality education for all presents an "enabling right" which helps the fulfillments of other rights thanks to the empowering impact of education on society [10]. It also appears as a necessity for living in a contemporary knowledge society driven by a knowledge economy, supported by the power of togetherness, solidarity, responsibility and respect for life on Earth.

CONCLUSION

Given the generally accepted thesis that unhindered access to educational resources requires the construction of a system that enables the implementation

of education for all, necessary to realize the potential of individuals, current as well as previous migrant situations are very inspiring to connect education and migration. Although the issue of migration extends through several goals of the Agenda, the key opportunity of affirming the perspective of the status of migrants through education has been recognized for several reasons. First of all, education is chosen as an important field because of its inevitable connection with solving the key challenge of modern societies related to social inequalities, the reduction of which is a prerequisite for achieving sustainable societies and communities.

If we analyze the Agenda and ask what access to education enables for migrants, we can generally conclude that it, in fact, mobilizes individuals and societies as a mechanism for forming new solidarity and practices dealing with human connection with the environment, through local and global [11]. These social perspectives are inseparable from the goals of education, and are promoted with other goals of the Agenda, especially if read not only through direct but also cross-links between migration and sustainable development goals [2]. In addition to the goals regarding the issue of migration and opportunities for migrants, education generally presents an "enabling right" to equal opportunities for educational attainment, the main capital of the knowledge society. The goals of the Agenda are aimed at creating opportunities to acquire this capital by using the unquestionable right to education, as a commitment of world politics to provide a basic tool for achieving sustainability. This affirms another attempt to approach the original meaning of the word education because, we should not forget, its root is educe which means "to draw out", and what needs to be drawn out is "affinity for life" [15]. Therefore, it can be said that the goals of education highlighted in the Agenda encourage a rethinking of the process and substance of education at all levels and in the new challenging contexts of world society, which certainly include the current growing migration processes.

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GO THE DISTANCE OR KEEP YOUR DISTANCE? CHALLENGES FOR THE EMERGENCY REMOTE EDUCATION IN A BRAZILIAN STATE UNIVERSITY

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ABSTRACT

In this paper, we discuss the impacts of the pandemic generated by COVID-19 on Brazilian Higher Education, specifically at a State University of Bahia, Brazil. To do so, we present a brief contextualization of the progress of the pandemic in Brazil, in the state of Bahia and in the region where the University is located. We also present the laws and regulations elaborated by different governmental bodies, especially the Ministry of Education, for the continuation of classes, in face-to-face undergraduate courses, by remote means. Despite the initial emphasis of these regulations on the use of Digital Information and Communication Technologies, later there was a flexibility regarding the means for offering the remote classes. As for the case of the University discussed here, the continuation of undergraduate courses' classes interrupted by the pandemic, via the Emergency Remote Education, was approved on July 9th. We focus specifically on the outline of the student digital inclusion program, which provides scholarships for the acquisition of equipment, internet services and transportation. The results show that the resources allocated to this plan are insufficient, given the socioeconomic low-profile of the students. In addition, many of them live in locations with insufficient or no internet available, as well as are working and/or taking care of people full-time during the pandemic. Thus, the guarantee of access of students to the Emergency Remote Education, as well as the quality of this Education, may not be ensured through this plan.

Keywords: *COVID-19, Brazilian Higher Education, State Universities of Bahia, Distance Education, Emergency Remote Education*

INTRODUCTION

According to the Brazilian Press Consortium [1], on September 2nd, Brazil has reached 4,001,422 cases of the novel coronavirus (COVID-19). The total amount of deaths from the disease thus reached 123,899. In conformity to the data collected until 8 pm, the average number of deaths per day in the last seven days is 878, maintaining a certain stability in these figures, even though with such high numbers. At the time, Brazil presented a rate of 59.1 deaths per 100 thousand inhabitants, while the United States, which presented the highest absolute number of deaths, and the United Kingdom, both ahead of Brazil in the pandemic (that is,

they started to suffer from the problem before), presented 56.8 and 62.6 deaths for every 100 thousand inhabitants, respectively.

Data [2] collected until August 31st indicated that 256,727 cases of COVID-19 were registered in the state of Bahia, and that cases were reported in 415 of the 417 (99.5%) municipalities of the state. The same data indicated an increase of 39,612 cases in the previous fortnight. On August 31st, there were 10,633 active cases in the state, 20% lower than the 13,459 active cases observed on August 17th. It was also verified that on August 31st the total amount of deaths from COVID-19 in Bahia was 5,397, 922 more than the previous fortnight. The lethality rate was around 2.1%. The evolution of the number of cases in the state is shown in Figure 1.
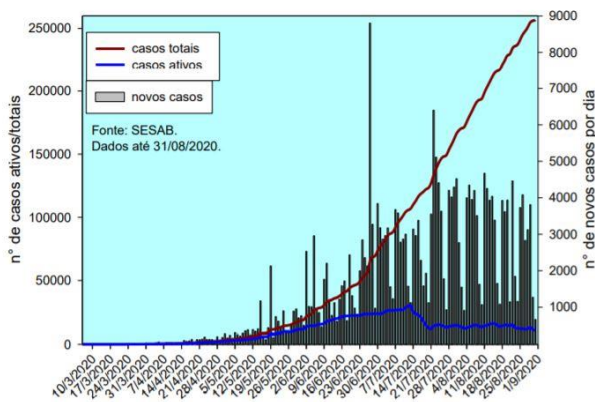
Figure 1 – COVID-19 total and active cases in Bahia until August 31st

It can be observed, besides an almost linear growth in the total amount of cases, a slight tendency of deceleration, which is not greater due to the maintenance of the appearance of new cases in the municipalities of the interior. This reinforces the necessity of attention with the spread of COVID-19 in the rural regions of the state. In order to provide a better understanding of the context of COVID-19 in the region of Bahia where the State University is located, whose case we are discussing in this paper, we are going to present data [2] on Itapetinga, Jequié and Vitória da Conquista, municipalities in which the three *campi* are situated.

In the beginning of September, there was a sharp drop in the number of both active cases and new cases reported per day in Jequié. Data indicate this as part of a trend of continuity of reduction in the coming days, although not so sharply. It is also necessary to observe the progress of the next fortnight to confirm this trend. If the reduction of cases takes place, this indicates a less alarming scenario from then on. However, it is noteworthy that an average of more than 30 new cases per day and a total of near 900 active cases are still not reassuring. On the

other hand, there is a trend of growth in the amount of active cases and also of new cases registered per day in Itapetinga and especially in Vitória da Conquista. Actually, in these two municipalities, there has been no consistent fall either in the amount of active cases, or in the amount of new cases registered per day.

LEGISLATION AND REGULATIONS ON HIGHER EDUCATION IN PANDEMIC TIMES

Facing this pandemic scenario, different instances of Brazilian Federal Government, especially the Ministry of Education, began to elaborate regulations in order to enable the classes' continuity in face-to-face courses of Higher Education. On March 17th, the Ministry of Education [3] authorized the didactic transposition of face-to-face academic activities of undergraduate courses to remote academic activities. Such activities would be mediated by Digital Information and Communication Technologies (DICT's).

On April 28th, a Report of the National Council of Education [4] is published, which suggests a series of flexibilities for the didactic transposition of face-to-face to remote classes. Differently from the previous documents, this Report stated that these remote pedagogical activities could be "mediated or not by digital technologies". This same document also offered three options for resuming the interrupted academic activities due to the pandemic. The first would be to resume the semester in face-to-face activities starting at the end of the emergency period. The second would be to blend face-to-face and remote activities (and thus extending the daily timetable), also starting at the end of the emergency period.

A special defense of the third option, to carry out the remote activities, for as long as sanitary restrictions persist, was presented. The endeavor of avoiding students' academic regression and school dropouts, as well as the already common presence of DICT's both in face-to-face and in Distance Education [*Educação à Distância - EaD*], were pointed out as reasons for such an option. Consonant with the Report of April 28th, the Ministry of Education [5], on June 16th, authorized the replacement of face-to-face courses by educational activities, which could rely on DICT's or "other conventional means", and also the extension of the period of exceptionality, under which such rules will be in force, until December 31st 2020.

In addition, since 1996, the Distance Education expansion, especially in the private sector, is a project sustained by the Brazilian State. Accordingly, in 2018, this kind of education accounted for 40% of the total of the 3,445,935 newcomers in 2018 in Higher Education and, since 2008, the increase in the share of the enrollments in Distance Education courses among the total of enrollments in Higher Education surpassed 100% [4]. Regulations for this kind of education were established in the Federal Law of December 20th, 1996 [6], in which the Public Power is encouraged to develop and disseminate the online learning at all modalities and levels of education, though only institutions accredited by the

Union can provide this kind of education. Finally, in ordinance of December 6th, 2019, the Ministry of Education [7] increases the limit of online classes in face-to-face undergraduate courses from 20% to 40% of the courses' total academic load. The regulation stablishes that the Distance Education modality should develop teaching/learning processes and methods mediated by DICT's.

As can be noticed, the first decrees that would offer legal basis for the Emergency Remote Education, which will be discussed here, were in line with the regulation of Distance Education, providing for the use of DICT's. However, there were further changes, as the proposition that the teaching/learning process could be mediated by low technologies, such as radio and television, or even not be mediated by any technological means, such as printed materials. This can lead to a precarious remote education or even an inequality in the quality of offer, since some students can have full access to synchronic classes with the teacher's/professor's support, while others would have only printed material to follow the content.

BAHIA STATE AND STATE UNIVERSITY CHALLENGING SOCIOECONOMIC CONTEXT

According to the last Brazilian census [2], in 2019, the state of Bahia has an HDI of 0,660, occupying the 22nd position (among the 27 states) on the national ranking. The nominal monthly household earnings per capita of the state is 913.00 Brazilian *Reais* (BRL) (235.30 USD) (All the USD conversion values made on this paper were made considering the exchange rate at the time of the related events.), the twentieth in the national ranking of states. The amount is lower than the Brazilian minimum wage, of 954.00 BRL (245.87 USD) at the time [8]. The State University under study here has 8,222 undergraduate enrolled students [9]. The Student Welfare Programs, as well as the Funding Programs of Scientific Initiation and Initiation to Teaching fulfill a relevant role, since they enable students to afford costs with housing, food and transportation, and especially for students coming from other municipalities, as well as from rural areas of the state, to live in the municipalities of the University's *campi*.

On the state level, in addition to the limitation of the Government funds, sourced directly from the federal budget, there is a wage freeze for public employees of the state of Bahia, as well as for the state budget for the Universities since 2014. Although there has been a gross increase in this budget, figures show a deficit of nearly 18% if compared with the inflation of the period, calculated from the Extended National Consumer Price Index (IPCA). In the case of the State University under study, only in 2019, this corresponds to the amount of 11 million BRL (2,73 million USD) [8]. Such freezing/withdraw of the budget abovementioned compromises also the student permanence in the University.

In an agreement between the Federal Government and the Government of the State of Bahia, a National Plan for Student Assistance for State Public Higher

Education Institutions (Pnaest) was established. Nevertheless, in 2019, the University under study had to relocate 1 million BRL (around 242,000 USD) to the Student Welfare Program, leaving still a deficit of 500,000 BRL (around 121,000 USD) for these expenses [8]. In 2020, due to the context of the COVID-19 pandemic, the face-to-face classes of undergraduate courses of the University were suspended in March, as well as its academic calendar.

Although graduate teaching activities, as well as research and extension activities were continued by virtual platforms and apps, the Government of the State of Bahia stipulated that the release of the University's budget for cost and maintenance must be accompanied by the return of undergraduate courses' teaching/learning activities [9]. On July 9th, the return of the undergraduate courses' teaching/learning activities previously interrupted was approved by the University.

However, the Higher Council of Teaching, Research, and Extension Programs (Consepe) of the University established that this return must be accompanied by programs of digital inclusion of students and digital training of professors [10]. The financing for the actions of the student digital inclusion program is composed by 1,1 million BRL (around 206,000 USD) from the Student Welfare Assistance funds already received in the period prior to the suspension of the undergraduate classes, as well as by 300,000 BRL (around 56,000 USD) from office funds from federal deputies of Bahia. The total amount for this program is 1,4 million BRL (around 262,000 USD), though until early September, only 67% of the amount was available [9].

THE STATE UNIVERSITY'S DIGITAL INCLUSION PLAN AND THE STUDENT'S SOCIOECONOMIC REALITY

The draft of the student digital inclusion program, prepared by an Executive Committee of Consepe, plans to provide 1,600 scholarships in the amount of 800 BRL (around 150 USD) for equipment acquisition, as well as 1,000 scholarships in the amount of 50 BRL (around 10 USD) per month for internet service acquisition. Students living in localities without an internet services may apply for either of the following two transportation assistance programs: there are 65 scholarships in the amount of 60 BRL (around 12 USD) per month for residences 60 km or more away from a municipality with internet services, and there are also 65 scholarships in the amount 40 BRL (around 8 USD) per month for distances of less than 60 km. Both scholarships will have four months of duration. [9], [11]

However, a survey [12] conducted by the Pro-Rectory of Undergraduate Studies (PROGRAD) shows that 32% of the students do not have adequate equipment for the Emergency Remote Education. We consider that notebook or netbook are the suitable equipment for Remote Education classes, since tablets or smartphones do not encompass the academic demand for reading and writing long texts. In turn, 30.6% of the students do not have internet in their residence. This

questionnaire had 3,091 respondents. Applying these percentages to the total of 8,222 students enrolled in the undergraduate courses at the University, we would have a total of 2,630 students without adequate equipment and another 2,515 without internet in their homes. Different undergraduate courses made their own surveys, since the sample of students who answered the PROGRAD questionnaire was small and that some other questions could be better investigated.

We present here, specifically, the survey on internet and equipment conditions, carried out among students of two undergraduate courses of Humanities. In the first course, a Teaching degree, when describing the internet available in their locality, where they will be during the pandemic, 93 (51.4%) students rated the internet in the locality as good or very good; 34 (18,8%) as regular; 29 (16%) as bad; and 17 (9.4%) students rated the internet available as insufficient or non-existent. Another 8 (4.4%) students did not answer this question. Regarding equipment, only 95 (52.5%) students reported having complete equipment (i.e., that processes text and video, besides having webcam, microphone and external keyboard, if necessary). Another 77 (42.5%) students reported having incomplete equipment and another 9 (5.0%) did not describe their equipment.

In the second undergraduate course, a Bachelor's degree, there are 23 (14.7%) students without internet access through appropriate equipment (notebook, netbook and/or computer). However, among these students, 14 (9.0%) of them rated the internet available in their community as insufficient or non-existent. As for equipment, only 80 (51.3%) students would have a suitable equipment for the Emergency Remote Education. Of the rest, 47 (30.1%) students reporting having equipment that does not process text and/or video, or would not have a webcam and/or microphone; 17 (10.9%) students report not having notebook, netbook, or desktop; and 12 (7.7%) students report having suitable equipment, but that would not be available during the class hours (considering the original face-to-face classes), once these equipment are shared with other residents.

Regarding changes in work routine due to the pandemic scenario, among the students of the first undergraduate course, the majority, 123 (68.0%) students report not having undergone changes over the pandemic period. On the other hand, 25 (13.8%) students started working and caring for people at home simultaneously, 7 (3.9%) students started working on the course shift, and 11 (6.1%) students report losing their jobs during the pandemic. Another 15 (8.3%) did not answer that question. Similarly, among the students of the second undergraduate course, although most students stated that there were no changes in their work routine (91 students, or 58.3%), 31 (19.9%) students point out that they started working and caring for people at home simultaneously, and another 15 (9.6%) students are working full-time or during the class hours (considering the original face-to-face classes). Another 19 (12.2%) students did not answer the question.

CONCLUSION

In sum, from the data presented, it is possible to point out some issues regarding resuming the regular semester of face-to-face undergraduate courses via Emergency Remote Education at the University under study. At first, we can point out that the amount of scholarships for students to acquire internet services and equipment is shown to be massively insufficient. The first survey, made by PROGRAD, and, even more markedly, subsequent surveys, such as those made by the two undergraduate courses abovementioned, point to a large number of students who would not be reached out by these digital inclusion programs.

Moreover, the fact that students have scholarships for the acquisition of equipment and internet services does not mean that they are able to follow remote classes. Purchasing a low-cost notebook requires an expense of nearly 1500 BRL (around 280 USD). As for the internet, broadband internet contracts usually present installation fees of around 200 BRL (around 38 USD), and a minimum duration of 1 year (and also financial penalties in case of breaking the contract). In mobile data contracts of lower cost, the data offered is limited, of around 10GB, and may not be sufficient to follow an entire month of classes.

In order to overcome the limitations or even the impossibility of internet access at the students' place of residence during the pandemic, the proposal for transport assistance was elaborated. Obviously, such proposal presents a series of issues, since it contradicts the WHO's recommendations and exposes students to risks of contamination in public transport. In addition, students would not have access to internet centers (or hotspots), due to the current pandemic context and the lack of adequate infrastructure provided by the University.

On top of this, regardless of the financial investment made by University, there will be a non-negligible number of students who will not be able to fully engage in the academic activities of Emergency Remote Education, either because they live in places where there is not enough internet available, or because they have their routine modified, mostly by starting working and/or taking care of other people at home.

Despite the merits of enabling the continuity of the undergraduate courses' academic activities of Higher Education Institutions, it is possible to observe, in the efforts of different Brazilian government bodies, including the University discussed in this paper, a dilemma: either the quality of the education can be compromised, since, with the flexibilization of the guidelines for Emergency Remote Education, almost anything goes in how a class must be carried out, for instance; or a large number of students can be excluded from the academic process, reinforcing the socioeconomic inequalities among students, now more explicitly reproduced in the academic sphere.

It is worth mentioning that both ends of the dilemma are not mutually exclusive, especially when Emergency Remote Education proposes to replace the classes of regular face-to-face undergraduate courses, as is the case of the University discussed in this paper.

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HOW THE COVID-19 PANDEMIC DETERMINED THE AMPLITUDE OF CONSPIRACY THEORIES

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ABSTRACT

In difficult situations as covid-19 crisis, people try to find explanations in order for their mind not to be in an alert state anymore. The new pandemic did not spread only the SARS-COV-2 virus, but also it spread a lot of misinformation and disinformation, a lot of fake news and plenty of conspiracy theories. Even if before covid-19 there were this kind of theories in which some people strongly believed, after the start of the pandemic, the covid-19 conspiracy theories increased and also they determined harmful actions in the society. This paper presents the most popular conspiracy theories and what are their common ground. Most of the theories are not new, they are just updated and created based on instant connections between new events. This study presents a literature revew on different explanations on why the covid-19 conspiracy theories are more popular. It takes into consideration lack of critical thinking together with the biased minds and presents cognitive dissonance as a posible cause. At the same time, the fear of the unknown at high intensity influenced the belief in these theories. The lockdown during the pandemic determined plenty of people to spend more time online which determined the rise of misleading information. It cannot be denied that the bad management of some authorities had some influence. In the end, some conspiracy believers have some mental models already formed that are fertile ground for these theories. What can be a solution for this phenomenon to decrease?

Keywords: Covid-19, conspiracy theories, critical thinking, disinformation, fake news

INTRODUCTION

The new virus pandemic was a shock for everyone in this world. Now, more than never the world was easlily connected and this contagious disease spread quickly. But this was not the only thing that became viral. In the same connected world, conspiracy theories spread almost at the same pace with the real virus causing dangerous effects. Based on fear, based on the bad management of some authorities, these kind of theories began to rise among people.

Even though the human kind drives a long battle with the new virus, we can talk about another battle between scientists who give their energy and their knowledge to find explanations and cure for this disease (and not only) and average people who just have an opinion based on unverified information on the

Internet. The problem is that these people do not believe in specialists' epistemic authority and they take dangerous decisions. In the following part, the article will present explanations which intend to clarify why the conspiracy theories raised in amplitude and why the number of believers in such theories appears to be higher than before the pandemic.

POPULAR CONSPIRACY THEORIES

Before digging into the reasons on why some people believe more in conspiracy theories than in God, it is necessary to review the types of the theories and the content that promotes conspiracies during covid-19 pandemic. Some narratives are old and now are brought to life again, other narratives are new, creating connections between recent events. However, even the new theories have a common old background that is well set in our collective consciousness.

Conspiracy theories have a common ground on which they build their narratives. Usually they come with explanations for different events and the cause of the events is seen as a group of few powerful people that either fully control the events, either have a big part of influence in triggering those events [1]. The narratives born out of this base usually present the situation as black and white, they split the world in two: the powerful bad people who want to control the good wick people that are more numerous, but easy to manipulate. When the covid-19 pandemic started, it was quite easy and predictable that most theories will blame the small group that rules the world for the creation of the virus. However, it is unpleasant and quite alarming that there is a such a big number of people that believe them.

One of the most popular conspiracy theories that still lives on the Internet pages (and sadly not only) is the one which states that the virus was accidentally slipped out of a laboratory with the accountability of a group of powerful people, some more specific defined as World Health Organization. With this virus spread in the world, they will have the reasons to impose mandatory vaccination. With this vaccination they will somehow control the whole world population. This theory tries to support an old theory that is still alive among people, the one stating that vaccines are harmful and are causing autism.

It all started with a later proven falsified study run by Andrew Wakefield whose results were showing that there is a causal connection between MMR vaccine and autism [2]. During the first years after the publication, the vaccination rate dropped significantly, but even after the retraction of the study and the official accusations of fraud, there were plenty of people who continued to believe in it. They found explanation saying that Wakefield told the truth and the others attacked him because of it. The anti-vaxxers movement began to have more and more followers, but it all started to roll like a snowball when the covid-19 pandemic began. Now, the conspiracy believers found sense and connection between the narrative of mandatory vaccination and this shocking and unexpected

pandemic of a new virus. While some theories reffer to the ones to blame for SARS-COV2 as being `them`, `a group of wealthy people`, other theories are more specific naming Bill Gates or George Soroş for it.

Another known conspiracy theory is the one stating that 5G network is causing coronavirus. Trying to find a reason for this unexpected situation, some people made a connection between the updated mobile network and the new virus. In the past, almost at every step of the evolution of technology there was a resistance movement claiming that what's new will harm the population. The coincidence this year was that in the same time with the installation and the ongoing approval process of 5G, it happened to be a pandemic of a new virus. The mind of conspirationists created connections with almost everything just to prove their belief even if there is no scientific base.

However, this theory caused some believers to take harmful actions as protests against the implementation of 5G, physical and verbal attacks on telecoms engineers while they were doing their job or even setting fire to 5G masts [3]. In this way, these theories become dangerous since they continue to have believers who are not just sharing a post on Social Media, but decide to take action and do harm without understanding the magnitude and the effects of what they are doing. They believe they are heroes who save the world, but they are the ones who can be a threat.

METHODOLOGY – LITERATURE REVIEW ON EXPLANATIONS CONCERNING THE RISE OF CONSPIRACY THEORIES DURING COVID-19 PANDEMIC

One of the first reasons for people believing in this kind of theories is the **lack of critical thinking**. This was a problem before the corona crisis and we can see its effects now in the pandemic world. If we have to define critical thinking, we can take into consideration the definition of Robert Ennis which states that critical thinking is rational thinking which influences what we believe and what we are doing [4]. Based on that, the individuals who believe this kind of theories do not have a logical and rational thinking. The paradox is that they believe they have it, they believe they have good arguments, but they are doing exactly the opposite of critical thinking.

A critical thinker must provide valid arguments for his reasoning, while the conspirationists use apparent arguments named as fallacies. Without some practice, the mind is easily tricked into believing it has valid arguments. A poor judgement will consider that the evidences are relevant, that the argumentation is a strong one and that the others are making mistakes. In the same time, a critical thinker accepts the fact that his reasoning might be wrong. We can notice a strong resistence and holding on the personal truth from the conspiracy believers. They will not take into consideration that they might not be right, that the other has better arguments. They will always believe they hold the torch of truth which is

very dangerous. A person who is not flexible in his opinions is far from being a critical thinker.

Lack of critical thinking is determined by unconscious cognitive biases. Cognitive biases are mental errors, mental shortcuts that are not rational and that help us live our daily lives [5]. Following the scope of survival, our minds formed some shortcuts that we cannot fully control. For example, familiarity bias on which we tend to notice and to believe the things we see more often or filling the gaps of a story when we do not have sufficient information just to give sense to the narrative are just a couple of biases that influence our actions.

A very good example of a cognitive bias that influences the belief in conspiracy theories is confirmation bias. This heuristic makes people search and consider only the information that confirms their prior beliefs [6]. In this way, if people already believe a bit in the anti-coronavirus theory, they will search for evidences that support their belief and they will notice the same kind of arguments. They will reject almost immediately any opposed opinion because they will find explanations in their favor.

Another plausible explanation for conspiracy believers is the **cognitive dissonance**. This concept was first presented by Leon Festinger which stated that people lay on the principle of consistency. When there is no consistency between our thoughts and our actions, the dissonance installs and it is quite uncomfortable [7]. When people meet opposed beliefs, they have to decide if they change their action and accept the new belief or if they continue to believe in what they already did and try to find other reasons to support it. The author tells the story of a fanatic group which believed that the world was ending on a certain date. Festinger was observing the group. At the date when the world was supposed to end, the whole group was praying. The end never came, and, instead of accepting they were wrong, they found arguments to support the same idea. They started to say that God forgave them because they were praying and that they are the chosen ones who saved the planet [7].

The same thing is applicable for the people who strongly believe in conspiracy theories about covid-19. They rejected any explanation from the scientists or from the authorities and every time an official position was presented, they found a counter argument to support their belief. In this way, there were new theories that were invented as 5G causing coronavirus or that the masks have a metal inserted in that is controlled by 5G.

Covid-19 conspiracy theories began to rise in amplitude also due to the **fear of the unknown**. Even if the pandemics are not new in this world, SARS-COV2 is an unpredictable virus and a lockdown was needed. The whole period, especially at the beginning, was characterized by intense emotions. Taken individually, some people who are better at emotional intelligence coped quite well, while other people let themselves controlled by the emotions. But if we talk

from a broader perspective, the collective manifesting of emotions was more intense and the rational part of the mind was quite drowned.

For a better understanding of how reason and emotions are activated during this pandemic we can take into consideration the analogy given by Jonathan Haidt. Our mind is composed of two parts: the emotional part which is seen as an elephant and the rational part which is the rider on the elephant [8]. Th elephant is run by instincts and is the one that usually leads the action and the rider is the active, the aware rational part that shows to the elephant where to go. The problem is that when the elephant is quite intense activated, it gets scared and starts running without control. Well, in this pandemic we can say that the elephant took the control of people's thoughts and actions. The fear of the unknown, the fear of the disease made people not just to believe in conspiracy theories, but also to take actions as buying toilet paper and flour for an entire year.

A similar binary representation of the mind is the one given by Daniel Kahneman. The author wrote the book `Thinking fast. Thinking slow` where he presents the two main parts of our brain: System 1 and System 2. System 1 is the rapid thinking, based on natural inferences, instincts and rapid reaction whereas System 2 is the rational part of our mind, the one responsible with calculations, but who needs time to process [9]. This pandemic happened so fast that people did not take the time to analyze it rationally. They did not even have the patience to understand why the scientists were making mistakes, and why they were giving wrong predictions. They were seeing these normal steps in research as reason to support that coronavirus is a fraud. For conspiracy believers System 1 or the elephant took the charge and won.

Another factor which caused the big number of people who believe in conspiracy theories is the effect of the measures took by authorities. Many countries were in a lockdown and people were spending a lot of time at home, surfing the web. In this way not only the consumption of the Internet has risen, but also the creation of the content which determined the existence of malicious information. Spending so much time online, the echo chamber phenomenon was even more present than before [10]. Scared people were posting every new theory they were seeing being posted by their friends on social media. The same kind of content was being posted again as a vicious circle and when the information was coming back in another form, people tended to believe that it was true. The **echo chambers** are very dangerous because people do not realize that they are in it. They have the sensation that the information is new, is right and comes from trustful sources. In fact, they are recycling the same ideas about covid-19 theories but which are presented in different ways.

In a strong connection with the time spent online we can consider the **lack of media and digital literacy**. These skills are a must in today's society, but unfortunately many people lack that even if the technology went quite far. Media literacy means the ability to recognize different type of media, to understand and

critically evaluate it and to produce it at a certain level while digital literacy refers to the ability to use digital tools, to differentiate trustful digital sources, to search the information and to create digital content [11]. It is known that conspiracy theories quite often are present on suspicious websites, they do not have an author, they are written in some shady specific ways. Some people believe them only because they appear on Social Media timeline shared by a friend. Lack of education in this area is seen now, that more than ever, covid-19 conspiracy theories are very present, are travelling the whole Internet and attract numerous views. The easiest pray is represented by people who do not know how to differentiate a good information of a bad one, by people who do not check the sources they read, by people who do not understand how search algorithms work and by people who give credit to online information at the same level they do for TV information.

Another factor that contributed to people believing more and more in covid-19 conspiracy theories was the **management with flaws of authorities**. Indeed, it is a special situation which requires special measures. Most of the countries were not prepared for it. Lockdown was a general necessary measure which was not negotiated. Over the past months, different countries took autonomy and adapted the measures based on the specific situation. However, there was no perfect country who took perfect measures. Each decision has its advantages and disadvantages and nothing could please everyone. In the same time, the world is still fighting the virus, so the solutions are just temporary.

With this situation in mind, many people were not pleased and criticized their governments or even the world wide institutions as WHO. Lockdown was a shock causing a lot of stress. Besides that, this measure seriously affected different business areas as HoReCa, tourism or aviation. A lot of people lost their jobs, lost their companies and the rage against authorities increased. This situation made some people believe that the authorities worked with the ones who `rule` the world in order to create this chaos. They transferred the authority of the state to control things for the safety of people to the idea of authorities controlling the whole world with the scope of harming it.

In the same time, some specific countries took measures that did not make too much sense and people who felt the lack of logic started to question and be suspicious of this pandemic. For example, in Romania, specifically in the city of Iasi, there was a regulation for the city transportation. In the buses and trams there were not allowed more people than the number of chairs to avoid overcrowding [12]. At first glance, it is an understandable measure. But people were obliged to take a seat (in order for the driver to hold account of the number) and in this way the social distance was not respected anymore. People were staying one next to each other, at maximum 10 cm distance while just wearing masks. Of course, a lot of people found this illogical and became suspicious.

The last but not least, another explanation for the outbreak of covid-19 conspiracy theories is that all the narratives from these theories were constructed on some **mental models** people already had. As van Dijk states in discourse theories, mental models are mental representations that are situated between the discourse and the society and which helps people create opinions and faiths about the world [13]. In some parts of the world, people have some mental models about the idea that most of the population is powerless and that there are other few smart and rich people that have the control of the entire population. This is most present in ex-communist or dictatorial countries but it is not a rule. While people have this in the back of their minds, it is quite easy for them to believe the covid-19 conspiracy theories in which is stated that this is a game made by the ones from the higher level.

In the same time, the new generations who do not have this kind of mental representations can create something similar if they are frequently exposed to this kind of information. Seeing every day that the `rulers` of the world carefully created this crisis situation, some day they might believe it (also the familiarity bias plays its role here). Even if before the pandemic the conspiracy theories seemed to be a bit funny, we can see now that they can have serious consequences that can harm people.

CONCLUSIONS

The covid-19 pandemic brought to the light good and bad parts of the society. One of the harmful phenomena is the rise of conspiracy theories. Even if the number of people is not yet alarming, still they are more people who believe them than before the pandemic. Some of them got more visible due to the time spent online, some of them are silently scared. But for sure this has to be a problem that can be solved only with education. As you probably experienced, talking to a conspiracy believer has no good end. They do not accept counterarguments and hold to their belief. But if people, governments, companies would invest more in critical thinking skills, in media and digital literacy, in education in general, maybe the future generations will not have people who set 5G masts on fire.

However, there is a strange part of this conspiracy theories phenomenon that still does not have many answers. There are people that are intelligent, that work in universities or on management positions in companies, that have basic critical thinking skills but who believe that covid-19 is a lie. From the explanations stated above, we can say that their elephant took the lead and that they let themselves overwhelmed by the emotions, but usually they are rational thinkers. What happened? Why there are particular cases that do not support the theory that conspiracy believers have a low level of education? These are some questions that still need research.

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POSITIVE INTERPERSONAL RELATIONSHIPS IN TERMS OF DEVELOPING CREATIVITY AND CRITICAL THINKING

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ABSTRACT

The formation of a person's personality in his intellectual and moral improvement, the expansion of his independence, creativity and critical thinking is possible within his participation in the educational process. In the conditions of the Slovak Republic, the subject of civics plays an important role in this process.

The aim of the paper is to point out the topicality of the researched problem and to present the given issue as a means of increasing the professional competencies of teachers in the field of development of critical and creative thinking of students. In this article, we pay attention to one of the innovative forms of learning, dialogue. As part of the APVV project *Practice in the centre of the subject field didactics, subject field didactics in the centre of preparation for practice* we used pedagogical diaries and video recordings from the pedagogical practice of teacher education students in the 1st - 2nd year of master's degree in civics at primary and secondary schools.

Keywords: teacher, student, creativity, critical thinking, dialogue

INTRODUCTION

Nowadays, the most important aspect of education is becoming consciousness of the responsibility of each personality for his actions in terms of creative and critical thinking, which allows to develop positive interpersonal relationships. It can be stated that acting in the intentions of creativity and criticism can cultivate a person as a human individual and help to form a noble, free person, who is able to communicate with people with different level of education, as well as with people belonging to other nations [1].

Education is an integral part of socio-historical development and it is possible to point out the fact that every individual in every culture and in every historical moment is influenced, directed, and also brought up [2]. Current education and upbringing should be oriented towards a person who is characterized by overall culture, high culture of lifestyle, interest in the common good, justice, tolerance, the ability to cooperate and social feeling.

Education and upbringing play an important role in the context of mastering the principles of developing positive interpersonal relationships and are focused on:

- respect for and proper development of the young person's personality, his human dignity and self-respect,
- not limiting the independence and critical thinking of the young person,
- not humiliating the young person with ridicule, irony, unjust evaluation,
- the appearance of the young person and the way of his expression,
- education for respect and decency.

In this context, education is mainly important [3] because it should focus on promoting a high culture of expression, manifested in the art of living, the art of treating people and creating harmonious relationships between people. Mutual behavior is part not only of the current, but especially of the future way of life and lifestyle. Relationships and contacts between people in the family, at work and in the wider society should lead to higher values, mutual understanding and coexistence, positive enrichment of life.

DIALOGUE IN THE EDUCATIONAL PROCESS

The abilities to communicate [4], to think and to lead a dialogue play a very important role in the educational process in the context of improving each personality, developing his creative and critical thinking. This means, as Popper writes: If I want to learn in the interest of truth, then I have not only to tolerate you but also to recognize you as a potential equal… Of importance also is the principle that we can learn much from a discussion, even when it does not lead to agreement: a discussion can help us to understand some of the weaknesses of our own attitude [5]. This means that the basis of interpersonal communication is the necessity to be able to hear a different opinion and the argument of the other subject, to understand the other subject, as well as to understand the value situation of the other subject.

Learning creativity and critical thinking means to acquire appropriate forms of verbal and nonverbal behavior in conducting communication, and to master the following:

a) Competencies from the point of view of the listener

1. Availability - the ability to dispose of something or someone; the speaking person should be concentrated, attentive and prompt; the listener's attention is an important element.
2. Suitable forms of behavior:
   - clear visual contact,

- dynamic facial expression, corresponding to the tone and content of the speech,
- the attitude of the receiver; orientation of the body towards the speaker,
- appropriate distance,
- verbal approval to the content that was heard,
- elimination of disturbing movements.

b) Competencies from the point of view of the speaker

1. Adequacy - in particular the following points are important:
   - the person who wants to speak must notice whether the listener is ready for the content that will be communicated,
   - the speaker should be adequately and mentally oriented,
   - the activity of the listener should be in accordance with the communication process,
   - compliance with the environment and the situation,
   - space and place without disturbing moments, noise and discomfort,
   - enough time.
2. Requirements for the quality of the speaker's speech:
   - appropriate tone of voice,
   - assertiveness,
   - suitable forms of behavior,
   - clear visual contact,
   - orientation of the body towards the listener,
   - facial expression gestures, corresponding to the content of the speech,
   - appropriate distance.

c) Competencies from the point of view of the speaker as well as listener:

- to live fully in the present moment, to focus on communication between the speaker and the listener
- free yourself from prejudices about the other person assertiveness (even those that result from our memories and experiences of a person in other situations or moments),
- to concentrate all attention and disposition on the realization of the current relationship,
- to say no if someone has many requirements on us or if someone involves us too much criticism and expresses feelings of disappointment in relationship with us,
- humor, not ridicule,
- willingness to understand and be understandable to others,
- speak concretely and clearly,

- possibility for the realization of others,
- ability to speak natural language
- to accept what the conversation will bring and also not expect that expectations of speakers and listeners will be fulfilled [6].

Creative personality is the result of mastering the mentioned competencies. It is a personality who forms a synthesis of new knowledge and develops imagination, understanding, flexibility, discovery of context as well as independence of thinking. Olivar states that the creative personality is realized by his own activity. Creative people face problems and challenges that are aimed at supporting the development of their abilities, skills and intelligence [6].

At present, there are strict requirements for teachers to be able to communicate both verbally and non-verbally and to be able to make contact with students without any problems. Gavora states that communication is a basic prerequisite for the implementation of education, while the verbal and nonverbal expressions of teachers and students are applied [7].

Based on the mapping of the current situation, it has been shown and can be stated that dialogue plays an important role in the educational process. The following attributes need to be highlighted in the dialogue: correctly asking questions that require reflection, analysis, derivation; coming up with the correct answer; giving students the opportunity to deal with specific situations; requirements of creativity; focusing on explaining certain relationships and finding connections; requirements of formulating opinion and evaluation.

In the answers, the student learns to distinguish facts from assumptions, arguments from conclusions, important information from less important. The student also learns to formulate answers that require a creative approach and creative problem-solving, so the answer of each student is unique and original.

PROBLEM SOLUTION AND FORMULATION OF SUGGESTIONS AND CONCLUSIONS

The issue of problem solving is an integral part of the subject of Civics. The role of the teacher is to teach students to orient themselves in the field of problem solving, to get acquainted with different approaches to these solutions and to formulate conclusions related to problem solving.

Students face the problems and the basis of the problem-solving strategy is the fact that the teacher should discuss with the students these problems and their possible solutions.

In the problem-solving process, the teacher should lead students to:

- understanding the problem,
- creating a solution plan,
- implementation of the solution plan,
- checking the correctness of the solution [8].

This means that it is necessary to teach students to choose only important information in the problem-solving process, to think creatively, to suggest several different solutions, to evaluate possible solutions depending on various criteria as well as to formulate conclusions.

The teacher can use different problem-solving procedures to help students better understand the problem - games, pictures, videos, concept maps, graphs and also interpretation-problem method, which has the following structure:

- problem identification,
- logical procedure of solution,
- solution process, possible and real difficulties and problems
- explanation of the importance of the solution for further development of students' thinking and activities.
- vysvetlenie dôležitosti riešenia pre ďalší rozvoj myslenia a aktivít žiakov [9].

During the interpretation of problem solving, the teacher identifies the problems, explains the formulated hypotheses and points to the scientific solution of problems.

In the dialogue, the student comments different situations, explains the aim as well as clarifies some intentions and situations that are not clear to him. The dialogue provides a space for solving many questions, finding answers with purpose to improve the student's activity and self-reflection.

Effective dialogue will allow the student to better understand the requirements for his activity, which are set by the teacher of the subject and the school. Formulated opinions, suggestions for rational procedures and solutions are the result of effective dialogue.

The dialogue includes questions that can be differentiated into the following types:

a) Reproductive (closed) questions

- these types of questions require the reproduction of facts, data and theorem,

- the questions are based mainly on memory processes and require students to mechanically remember individual facts, concepts, rules, reproduction of text units,
- examples of questions: *Which of the formulas will you use? What is it called? Where was he born? What is it? What is the law?*

b) Application questions

- applications questions require reasoning, analysis and inference - the student must come to the only correct answer,
- questions are based on the relationship between theory and practice, they give students the opportunity to solve specific situations,
- examples of questions: *Where in nature can we see ...? What are other examples? What would you do in a similar situation? Where is it applied in practice?*

c) Productive questions

- these questions are broad, open-ended questions that are not the only correct answer,
- productive questions require creativity, interpretation and imagination,
- these types of questions are oriented to understanding and focus on explaining certain relationships and finding context,
- examples of questions: *Why...? For what reason...? How do you explain that ...? What is the cause ...?*

d) Evaluation questions

- mentioned questions require judgment, opinion and evaluation,
- for this type of question, every answer is correct if it is in accordance with morality,
- evaluation questions are questions that give students the opportunity to express their opinion or idea,
- these questions focus on setting criteria for the assessment of certain phenomena and facts,
- examples of questions: *What would you appreciate ...? Where do you see the differences? What would you highlight ...?*

e) Analytical questions

- these questions are aimed at explaining the relationships between the individual elements,
- in the answers to this type of questions the student distinguishes facts from hypotheses, arguments from conclusions, important information from less important,

- examples of questions: *What are the main and secondary features ...? According to what criteria was the division made ...? How were they arranged ...?*

f) Creative questions

- these types of questions are aimed at expressing assumptions that are result of own observation,
- questions require a creative approach and a creative solution,
- creative questions are characterized by the fact that certain student's idea or a specific student's product are expressed in the answers, and moreover they are unique and original,
- examples of questions: *What happened when ...? What would change in the world if ...? What can we do to ...?*

g) Organizational questions

- organizational questions are oriented to the organization and management of the teaching process, student´s activity during the lessons,
- these types of questions contribute and support checking and diagnostic activity of teachers.

The dialogue helps the teacher to improve the teaching process, encourages him to continue his work and can be a motivation for both the teacher and the student to improve their work performance and to increase their education. There is also the possibility of feedback, correction, discussion of problems in the dialogue.

Based on the above it can be stated that the teacher in the education of students contributes to the development of dialogue, creativity, critical thinking and positive interpersonal relationships. In the context of the mentioned the teacher should follow the State Educational Program of the Slovak Republic (2011), which defines personality of student follows:

- the student has his own identity, he is himself and at the same time this identity includes prosociality,
- the personality of the student has a positive relationship with life and people and this relationship is associated with healthy criticism,
- the behavior of the pupil's personality is determined by his own convictions and internalized ethical norms, which are the result of universal solidarity and justice, and therefore the pupil's personality is independent of the pressure of society,
- the personality of the student has a mature moral opinion based on generalized principles, so he is able to react correctly even in unexpected and difficult situations,

- the student's personality is characterized by a combination of right thinking and right action,
- the student acts in accordance with his principles, but also with emotional commitment and does not act only out of duty,
- the student accepts others in their diversity, accepts their opinions and is willing to make an acceptable compromise that does not conflict with universal values,
- the student's personality is willing and able to cooperate and also initiate cooperation [10].

Fulfillment of the mentioned aspects is possible only on the basis of education in the following areas:

- to develop students' ability to know and want to learn,
- to strengthen pupils' self-confidence in problem solving, which is related with learning,
- to develop functional literacy and critical thinking in students,
- to participate in defining the values of a polite and moral person [11].

This means that mastering interpersonal communication is important for forming harmonious relationships between people. Interpersonal communication is conditioned by conscious human activity and purposeful education of the person of the 21st century. There is also necessary a human who will be able to creatively develop his own value structures, take altruistic attitudes, and moreover the humanity will be the defining feature for human behavior and actions.

CONCLUSION

In conclusion, it can be stated that positive interpersonal relationships allow to develop creativity and creative thinking through the implementation of dialogue. Dialogue is a difficult way of communication and has an irreplaceable place in the educational process. Dialogue helps the teacher to contribute to the formation of the student's personality, learning to communicate with the intentions of creativity and critical thinking.

The mentioned can be achieved by increasing the professional competencies of teachers, which contribute to the development of creativity and independence of students. We state these conclusions on the basis of the APVV project implemented by the team of experts at Constantine the Philosopher University Nitra *Practice in the centre of the subject field didactics, subject field didactics in the centre of preparation for practice*. In the context of these strategies, methods of problem-based teaching are important, which allow to activate students, lead them to creativity, analytical-critical thinking, independence, self-assessment.

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REVISITING CONTEMPORARY HOMESCHOOLING:
THE CASE OF THE UNITED STATES

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ABSTRACT

The term "homeschooling" denotes the process of educating, instructing, and tutoring children by parents at home instead of having this done by professional teachers in formal settings.

Although regulation and court rulings vary from one state to another, homeschooling is legal in all fifty American states. Contrary to the growing tendency of parents in the United States to move toward homeschooling in 1999-2012, the rate of homeschooling and the population of those educated in this manner appear to have leveled off in 2012–2016.

This paper aims to explain both phenomena and asks whether a trend is at hand.

Keywords: homeschooling; regulations; court rulings; parents in the United States

INTRODUCTION

The term "homeschooling" denotes the process of educating, instructing, and tutoring children by their parents at home instead of having this done by professional teachers in formal education systems.

Curriculum requirements vary from state to state. Some states require homeschoolers to submit information about their curriculum or lesson plans. Other states just require that certain subjects be taught. While many complete curricula are available from a wide variety of secular and religious sources, many families choose to use a variety of resources to cover the required subjects. Nevertheless, Some states offer public-school-at-home programs [1].

CRITIQUE OF FORMAL EDUCATION

The turbulent atmosphere of western societies during the years after the Second World War which led to the weakening of naïve perception of education and its domineering values as well as academic studies that pointed to the disadvantages of schools aroused a growing critique of education .Critics of school called for educational transformation and reformation and parents

expressed their discontent from the education system by their preference of private schools for their children .

John Caldwell Holt ,a teacher and a lecturer ,is considered as a pioneer educational critic who laid the theoretical foundations of the home-schooling movement .In his first book "How Children Fail" , Holt argued that schools maximized compliance and" good work "at the expense of qualities like curiosity and creativity. The contents of the book were based upon a theory he had developed as a teacher – that the academic failure of schoolchildren was caused primarily by pressure placed on children in schools. This stance remained solid in his second book" How Children Learn ,(1967) "in which he criticized the crouded schools as he believed that children learned best individually or in small groups [2].

Holt's books were followed by other authors whose books questioned the premises and effectiveness of compulsory schooling. The most prominent one was Ivan Illich whose book, "Deschooling Society" (1971) conveyed a critical discourse on education as practised in "modern" economies. In his firm and provocative book, Illich questioned the apparent discrepancies between schooling's promise and its actual outcomes. According to Illich, schooling effectively dulls the student's imagination making it unlikely, even impossible, to imagine meaningful learning experiences occurring in any other context. Learning happens via obligatory attendance to an impersonal relationship in which one has authority over another's interests. In the midst of this criticism, Ivan Illich demanded that society be deschooled; instead, educational webs would heighten the opportunity for each one to transform each moment of his living into one of learning. Illich suggestions of drastic reforms for the education system remained as radical today as they were at the time[3].

ADVANTAGES & DISADVANTAGES OF HOMESCHOOLING

According to Brown [4], The advantages to homeschooling range in scope and effect. The following advantages are the most commonly cited advantages of homeschooling:

- Control of curriculum – Depending upon the state, one can decide the curriculum upon the child interests.
- Pace of learning – how long the child spends upon a subject is up to one's judgment and the child's capability
- Freedom from external problems and situations such as bulling and peer pressure.
- Control over diet (Home cooking).
- Flexibility of curricula schedule.

As with any human endeavor, there are disadvantages to homeschooling. These include:

- o Time – homeschooling can absorb a substantial amount of a parent's time
- o Financial restrictions – In order for one person to remain at home as a teacher, he or she may have to give up their job, effectively reducing the family income
- o Too much togetherness – One stays with his/her kids all day, everyday.
- o Pupils may have limited involvement in team sports and other extra-curricular activities
- o Lack of social interaction – Children do not receive enough exposure to peers. This might affect their ability to develop the correct coping mechanisms required

HOMESCHOOLING IN U.S.A

Not a new phenomenon, home-based education has been the normative educational practice throughout the world for centuries. Nevertheless, since the early and middle nineteenth century, the state has been held responsible for children's education in lieu of parents. The passage of compulsory-education laws and their resulting abundance of public schools, coupled with strict truancy laws, has caused the choice of homeschooling to dissipate [5].

Although regulation and court rulings one homeschooling vary from one state to another, homeschooling is legal in all fifty states of the U.S. The legitimacy of homeschooling in the United States has been debated by both advocates and parents since the beginning of compulsory education in 1852.

The first court case concerning parents' fundamental right "to direct the upbringing and education of children under their control" is believed to be *Pierce v. Society of Seven Sisters* (1925). In *Pierce,* the United States Supreme Court ruled that parents should be allowed to choose the type of school in which to enroll their children, public or private, as state (Oregon) law cannot force parents to enroll their children in public schools [6].

In *Wisconsin* v. *Jonas Yoder* 406 U.S. 205 (1972), the Court upheld Amish parents' right to keep their children out of public schools for religious reasons. In Meyer *v.* Nebraska, 262 U.S. 390 (1923), the Court acknowledged parents' elementary right to "establish a home and bring up children" and to "worship God according to the dictates of [their] own conscience" (Shepard, 1990). This combination of rights is the basis for calling homeschooling a fundamental right under the Supreme Court's concept of liberty protected by the due-process clause of the U.S. Constitution (14th Amendment). Although the courts have protected parents' rights since then, they have also defended states' right to mandate and

extensively regulate educational instruction, as in *Murphy* v. *State of Arkansas,* 1988 [7].

The aim this paper is to explain both the phenomenon of homeschooling in the US and ask whether a trend is at hand.

METHOD

Analyzing home schooling statistics. In the Information Age, data is no longer scarce – it's overpowering. The key is to interpret the statistics implications correctly based upon the introduced graph. The secondary analysis of existing data has become an increasingly popular method of enhancing the overall efficiency of various research to qualified researchers who were not involved in the original research or in the creation of the registry systems.

This article introduces the rationale of existing data taken from U.S. Department of Education, the National Household Education Surveys Program (NHES), 2017**.**

RESULTS

HOMESCHOOLING STATISTICS AND WHAT THEY INDICATE

According to the National Household Education Surveys Program (NHES), conducted by the U.S. Department of Education's National Center for Education Statistics (NCES), around 1.95 million youngsters are homeschooled in the U.S. today, up from around 1.1 million in 2003. From 1999 to 2012, the percentage of homeschooled students doubled from around 1.7 percent to 3.4 percent. The percent increase, however, appears to have leveled off: in 2016, about 1.7 million students (aged 5–17) were believed to be homeschoolers—3.3 percent of all K–12 students. This rate is not statistically different from the percentage in 2012.
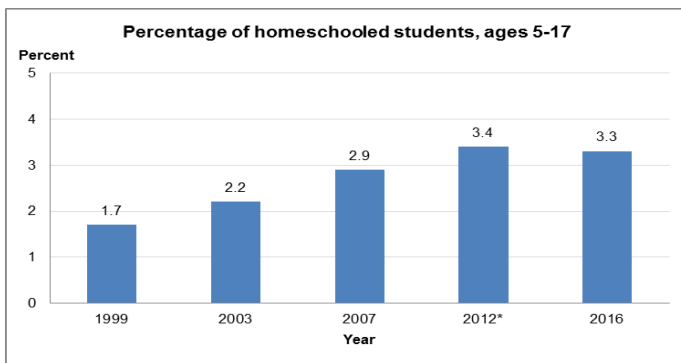
Table 1

Source: U.S. Department of Education, the National Household Education Surveys Program (NHES), 2017, [8].

The most important reason for homeschooling in 2016, as reported to NHES, was "concern about the school environment, such as safety, drugs, or negative peer pressure," reported by 34 percent of parents of homeschooled students [8]. This was also the most common reason selected by parents in 2012. Parents who view the family as the main socialization agent fear the harmful impact of other agents. Concerned that several elements of the conventional schooling system would emotionally and physically endanger their children, they create safe-haven schools for their own offspring, providing them with a supportive and compassionate environment for learning.

The second most common reason for homeschooling, as reported by homeschooled students' parents in 2016, was dissatisfaction with academic instruction at other schools (17 percent of parents). Academically oriented parents favor homeschooling because they deem the conventional school incompetent to teach diverse populations generally and special-needs and gifted children particularly.

The third-most important reason for homeschooling in 2016 was the desire to provide religious instruction (16 percent). Religious parents oppose the public schools' secular orientation, believing it their family's right to take responsibility for their children's morals.

CONCLUSION

Contrary to the growing tendency of parents to move toward homeschooling in 1999-2012, the rates of homeschooling seemed to have leveled off in 2012–2016. Although there are many individualistic reasons why parents choose to homeschool their children or send their children to public schools, there tend to be three broad categories of rationales for homeschooling: (1) empirical — claims of greater efficiency, effectiveness, or pedagogical appropriateness; and (2) ideological – often informed by a religious or political disposition; (3) Socio – Economic Status - individuals or group's position within a hierarchical social structure. Since the socioeconomic status depends on a combination of variables, including occupation, education, wealth, income and place of residence, it may suit better the tendency to separatism.

The reasons for this, it seems, lie in the economic realm, both in worldwide processes and in personal wealth. In the first respect, the globalization process manifests primarily in economic interaction and integration associated with social and cultural aspects. Schools appear answer these demands more effectively than do the isolated safe havens of homes. The second realm, households' economic situation, should be viewed through the lens of statistical data that mirror the homeschooling rates in 2012–2016. Namely, despite impressive GDP and

unemployment statistics, many workers have felt scanty recovery in their wages and job security since the financial crisis in 2008. As a case in point, employment rates 64.7 percent in 2012 and 63.5 percent in 2016. Specific to homeschooling, the number of homeschoolers whose households had annual income exceeding $100,000 declined from 367,000 in 2012 to 319,000 in 2016, and the population of homeschoolers in households composed of a single parent (who is also in labor force) plunged from 274,000 in 2012 to only 189,000 in 2016 [8].

Only the release of a new round of homeschooling statistics for 2020 may determine whether the stagnation in 2016 marked the onset of a trend or represented a temporary decline.

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TEACHING CULTURE: NON-VERBAL INTERCULTURAL BLUNDERS THROUGH EXPAT EYES

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ABSTRACT

The 21st century is witnessing a growing movement of people from one corner of the world to another, either for business or personal reasons, like never before. These people will be bringing with them their own differences, values, beliefs, and communication styles. Cultures will clash at the workplace, at a party, in the supermarket, in the subway, when dealing with the authorities, and the list can go on. That is why, this paper aims at providing students (i.e. future employees or managers, who will undoubtedly come into contact with different cultures in their future careers) with notions related to intercultural communication, mainly non-verbal communication. The paper also posits that one way of acquiring the intercultural communication competence in the classroom is by providing real-life examples of what such communication means, i.e. through accounts and stories told by expats, who are people who travel and decide to relocate to another country (embracing or not the new culture) mainly for business-related reasons.

Keywords: culture, intercultural blunder, non-verbal communication, expatriates, chronemics

INTRODUCTION

An American working in the USA for a Chinese multinational company might have to relocate for a few years to China. A Canadian woman might fall in love over the Internet, get married to a Turkish man and decide to go and live in Turkey. A Romanian family might decide to emigrate to New Zealand in search of a better life. A Moroccan family was rescued by the Italian "Guardia Costiera" after being at sea for some time and will request asylum in Italy. Or the Syrian refugees will finally land in Germany after escaping the war zone at home.

So many different people. So many different cultures. These people will be bringing with them their own differences, values, beliefs, and communication styles. Where there are people, where there are different backgrounds and ideas, there are understandably conflicts. Cultures will collide at the workplace, at a party, in the supermarket, in the subway, when dealing with the authorities, and the list can go on.

Nowadays, there are a lot of companies offering relocation and cultural assistance. Before relocation, the companies' HR departments start finding companies offering cross-cultural training services (even online) to help managers

and employees to optimise their experience in their host countries. These companies offer cultural training programmes (including expat adjustment guidance, coaching, cultural guides, customised workshops) not only for the employees, but for their families as well.

Seeing that a lot of employees nowadays decide to move to other countries in order to work for their companies' subsidiaries, intercultural training is a must as the expats' return home rate seems to be high enough. That is why this paper posits that culture and especially non-verbal communication, which is an integral part of culture, should be taught in universities as they might prepare the future graduates for a smoother transition to an intercultural workplace.

RESULTS

This paper is based on the expat stories that were used during the *Culture and Civilisation in a Globalised World* seminar, taught for the 1st year students of the Faculty of Communication and Public Relations at Politehnica University of Timisoara, Romania. Starting from the assumption that these students will undoubtedly work in multinational companies with a very high likelihood of travelling, moving abroad or even encountering foreign business counterparts, some real-life cases concerning non-verbal communication in intercultural settings were brought to the students' attention and then discussed.

First, the students were introduced to some cross-cultural information concerning different aspects of non-verbal communication (e.g. chronemics, haptics, kinesics, etc.), which were then put into practice through some real-life stories told by expats. These stories generated a lot of debates, and since some of them were told in a very funny way, the students enjoyed the class and seemed more engaged and interested. At the same time, the idea of using them demonstrated the importance of acquiring the intercultural communication competence.

- *Culture, Intercultural Communication, Cross-cultural Communication, Intercultural Communication Competence*

Culture, a word deriving from Latin *cultura* 'growing, cultivation' and referring primarily to the cultivation of the land, has received many definitions throughout the time related to both its external (architectural) meaning and to its internal one, as a set of beliefs, values, and norms of a group of people. For example, in their 1952 study, Kroeber & Kluckhohn [8] presented 300 different meanings of culture.

Ting-Toomey [10] sees culture as "a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of a community", like an iceberg, where the inherent characteristics (values, beliefs, norms) are hidden

and only their external representations (architecture, music, fashion, non-verbal and verbal language) are seen.

Whenever speaking about learning culture and cultures that come into contact with each other, scholars use terms such as *cross-cultural* and *intercultural*. Some use these terms interchangeably [5], although others argue that they must be used differently as they focus on different things. In this paper, these two terms will be used differently, being equalled to the "etic" and "emic" views on cultures. Cross-cultural communication will be related to the "etic" view on cultures, from an outsider's perspective, while intercultural communication will be regarded as "emic", from the participants' perspective being in contact with other cultures [7].

Cross-cultural communication is seen as a subcategory of intercultural communication since the study of cross-cultural communication focuses on the comparison between cultures; thus, it is essential to understand cross-cultural communication before attempting to understand intercultural communication [4]. Intercultural communication, on the other hand, is interaction involving people from different cultures.

And this is why the concept of *intercultural communication competence* (ICC) has emerged as a skill needed to make communication effective and appropriate [12], i.e. achieving your personal goals through communication and using context-specific messages according to the given situation when communicating in different cultures.

Hence, in order to manage to effectively communicate in the context of different cultures, it is imperative to try and understand the other culture and adapt to it. This is why the study of intercultural communication might prove useful as it helps us understand the cultural differences while interacting and provides the right tools and skills to manage them successfully [10].

- *Non-verbal Communication*

According to John Stoker [9], when communicating, we follow the 93/7 Rule, i.e. 93% of the communication is carried out non-verbally and only 7%, verbally. The non-verbal communication was used by humans at the beginning, having a survival function and helping them to later develop verbal communication. That might be the reason why non-verbal behaviour is more instinctual and unpredictable than verbal communication and why in conflictual situations or in emotional communication, we rely more on the non-verbal behaviour [6]. The following are some types of non-verbal communication:

- Kinesics (Communication through body language)
- Paralanguage (vocal features such as pitch, stress, etc.)
- Physical appearance (height, hair, weight, body type, etc.)
- Proxemics (Distance between people)
- Haptics (Communication through touch)

- Oculesics (Communication through eye contact, gaze)
- Olfatics (communication through smell – perfume, body odour)
- Chromatics (Communication through colours)
- Artifacts (clothes, tattoos, jewellery, body piercings, gifts, etc.)
- Silence
- Symbols

- ***Teaching Culture through Expat Stories***

This paper presents accounts and stories of expatriates coming into contact with a different culture and recounting their own feelings, sometimes in a funny way. Expatriates (international businesspeople) are different than tourists and immigrants since they usually spend between six months and five years in a foreign country with a purpose in mind (mainly business), having the intention to return home.

Many expatriates take their families with them in this cultural endeavour, which makes cultural adaptation even harder as they have to juggle both their new businesses and their family acclimatisation issues as spousal dissatisfaction is one of the main reasons for returning home [11].

The type of non-verbal communication chosen for discussion was chronemics. Chronemics refers to the way time is perceived and managed (i.e. pauses, punctuality) and is part of the non-verbal communication process. It was decided to take each continent and, therefore, each culture, and to present it to the students by means of cross-cultural cards depicting the manner in which each culture views time. The difference between monochronic and polychronic cultures was further emphasised by outlining the fact that monochronic cultures (such as the USA, Germany, Japan, Scandinavia, parts of East Asia, etc.) value time, having a schedule and performing one task at a time while polychronic cultures (such as Arab, Latin American, African and South Asian countries) see time as being fluid and value interpersonal relationships and performing multiple tasks at the same time.

After that, each group of students was given an example of how expats dealt with punctuality in their new culture, opening the debates for solving the intercultural dilemmas that might arise when moving to a new culture.

- ***Chronemics in Different Cultures***

Chronemics in Asia:

Cross-cultural background:

In China, you should always be punctual. Being late is considered to be rude. Meetings always begin on time. Time is seen as an important commodity, more

important than money, i.e. as gold, as expressed by the following Chinese proverb: 寸光阴一寸金，寸金难买寸光阴, meaning "An inch of time is an inch of gold, but an inch of time cannot be purchased for an inch of gold".

Expat Story 1:

On her webpage Touchchinese.com, specialised in teaching Chinese to foreigners, Chloe Cao [2] also touches on the topic of time and numbers which seem to be intertwined for the Chinese. She gives the example of Ana, a Brazilian living in China, who had been invited to a birthday party for a one-year-old baby, a party that was to start at 11:58 am in a restaurant. Ana thought this specific time seemed strange and amusing because she had never been asked to go to a party at this specific time in Brazil.

However, obviously, Ana did not arrive until 12:10 pm on that day and she had already missed the beginning part of the party. She was late because the party had started at that specific time — 11:58 am. Ana was upset because she did not understand the difference between how China and Brazil view time, because in Brazil, it was a very normal thing to get to a party a little late.

"Why Ana was late? Perhaps it is because she did not understand Chinese people's strong pursuit of an auspicious number. In most Chinese people's minds, the number 8 is a really good number, which means "prosper" and "wealth" because the pronunciation of 8 is "bā", which is similar to the pronunciation of wealth "发 fā". Because of this special link, Chinese people who want to seek good luck and wealth like to choose a specific time on purpose, like 10:18, 10:58, 11:18, 11:58 to start an important ceremony, such as a birthday party, a wedding ceremony, an opening ceremony, etc., and the ceremony will surely start at that time. If you miss that time, you miss the most important part of the event."

(Adapted from https://www.touchchinese.com/learn-chinese-online/punctual-in-china-numerical culture.html)

Chronemics in South America:

Cross-cultural background:

The Brazilians, with the "life's a beach" attitude, consider arriving on time at a social gathering as a rude thing to do. In his book, *Brazilian Adventure,* Peter Fleming, renowned Ian Fleming's brother, wrote that "a man in a hurry will be miserable in Brazil" since "Delay in Brazil is a climate. You live in it, you can't get away from it. There is nothing to be done about it. It should, I think, be a source of pride to the Brazilians that they possess a natural characteristic that is absolutely impossible to ignore. No other country can make this boast" [3].

Expat Story 2 :

Lucy Bryson, an Englishwoman moving from Manchester to Rio de Janeiro, recounts her story [1] related to the Brazilian punctuality. Being invited to a barbecue (*churrasco*) by a Brazilian friend, she had arrived at the friend's house a couple of minutes after the time she was told to arrive, but was received with a startled welcome.

"Wrapped in a towel and dripping wet from the shower, she gestured at the living room full of bags of food shopping and piles of possible outfits, and half-jokingly said, 'Ainda nao estou pronta!' – 'I'm not ready yet!'"

What is more, Lucy was appalled to see that only after an hour from the meeting time, people were starting to arrive as this is the norm in Brazil, and especially more so in Rio.

"It is a lesson I learned the socially awkward way at that first churrasco, and it is one I never forgot during my nine years in Rio. In fact, I soon became a dab hand at arriving fashionably late, to the extent that I would frequently arrive later than my Carioca friends, who would tap their wrists in pretend annoyance and say "virou Brasileira" – "you've turned Brazilian".

(Adapted from http://www.bbc.com/travel/story/20180729-why-brazilians-are-always-late)

CONCLUSIONS

In such a globalised world, when people from different cultures move from country to country and do business together, business people, in particular, find themselves in front of a big challenge: how to overcome cultural-related differences? How important are they? How do they impact the way of doing business and the business targets?

This paper has therefore emphasised the importance of teaching elements of culture in universities, especially those related to non-verbal communication, that will impact the future managers' and employees' careers.

It has also posited the fact that in order to acquire such an intercultural competence (seen as a skill needed to make communication effective and appropriate in cultural contexts), students have to be able to learn non-verbal elements through real-life situations presented as stories and accounts told by expats who have experienced the culture shock and are the living proof of how important overcoming these cultural barriers really is.

The paper has also postulated the fact that by learning about these non-verbal cultural differences at the university, the future employees will have already

absorbed the intercultural training that is so important to their careers and will save the employers' time and resources.

The conclusions that have been drawn at the end of the seminar were that such non-verbal intercultural training was needed in order to learn about other cultures' non-verbal behaviour and to better communicate and adapt to their standards and life values. The fact that universities can provide this type of "pre-training" was seen as a plus for the future employees' (and, perhaps, expatriates') careers.

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THE DISCIPLINE "BODY, CULTURE AND ENVIRONMENT IN A MASTER'S COURSE AT UNIVERSIDADE SANTA ÚRSULA, BRAZIL": LEARNING STRATEGIES AND COLLABORATIVE TEACHING

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ABSTRACT

The Professional Master's in Work Management for the Quality of the Built Environment, MPGTQAC has existed at the Universidade Santa Úrsula, Rio de Janeiro, Brazil, since the beginning of 2015. The body is one of the substantive elements of the course. It emerges as an elective discipline. The purpose of this communication is to refine the understanding of the central ideas of the discipline 'Body, culture and environment' of the master, combined with the situation of Covid 19. A complementary bibliography of the discipline was presented, and some works were described and commented on. We took Howard Becker's book "Mundos da Arte" Becker [1] as a theoretical reference in the pedagogical field, to move forward with the idea of collaborative pedagogical work. By confronting theory with pedagogical practice, we achieved two dynamics applied in the first half of 2020, during Pandemic Covid 19. The first, 'Domestic ethnography before and after Covid 19'. Covid 19's impact on the home and student world was considered. Scenes in the residential environment of each student made it possible to visualize the accommodation of the houses, to the circumstances of the daily domestic and working lives of each student, during the Pandemic, with a strong impact on everyone's body scheme; the second, 'Body and affection in Pandemic, from Paul Klee', allowed students to express their questions and express the feelings and reflections arising from a world altered by the effect of the pandemic. Many of these issues are linked to one's body scheme. As a result of the proposed dynamics, the class reacted with hope of overcoming. In a balance between the restrictive situations of the Pandemic, which often led to the feeling of sadness, fear and malaise, and, prospective situations, after the Pandemic, the group envisioned the possibility of advancing and overcoming a localized period of impossibility circulation and contact. Faced with current limits and future possibilities, the group showed a positive expectation for the future. The reflection based on the study of dynamics carried out during the course 'Body, culture and environment' allows us to think about the possibility of replicating playful

referrals similar to those described here, for the next times that the discipline is taught.

Keywords: *Cooperative Learning and Teaching. Experimental Education. New Tools for Teaching.*

INTRODUCTION

The Professional Master's in Work Management for the Quality of the Built Environment (MGTQAC) is linked to the Interdisciplinary Area, of the Coordination for the Improvement of Higher Education Personnel (CAPES), the body that regulates Brazilian postgraduate studies.

The Professional Master's is a type of post-graduate *stictu-sensu* oriented to the "training of professionals in different areas of knowledge, through the study of techniques, processes or themes that meet some demand in the labor market" [2]. The master's degree is sought by students graduated in several areas such as Architecture, Law, Administration, Engineering, Medicine, among others, and working in the labor market.

'Body, culture and environment' is an elective discipline. In order to relate the different professional fields of the students, to the thematic nucleus body, culture and environment, we take as a reference, alongside the basic and complementary bibliography that formally integrates the discipline, a list of references related to the thematic nucleus and the pedagogical guidance.

We chose to carry out a collaborative pedagogical approach in the classroom, to alternate exposure and theoretical reflection, with reading and writing shared among students. To support this pedagogical approach, we highlight a work that offers paths for this type of pedagogical approach.

The work "Mundos da Arte", by Becker [1], a sociologist active in the United States of America, started from a comparative approach and from descriptive and interpretive references to study collective and collaborative practices in the field of arts. It identified ways of acting common to these practices. For him 'conventions', 'socially constructed modes' and 'collective action practices' are used by a wide range of actors to make different ways of making art viable. All of these actions are collaborative. They show us how to carry out a project collectively.

We identified 5 confluence fields, to support the field of study about the body with students: body and anthropology, history of the body, body and work, body and psychology, and body and game. For each of these fields, we selected significant works. The works related to the subject 'Body, culture and environment' were made available to students in a wide list and briefly commented on the first day of class. We included the authors Costa [3], Vigarello

[4], Foucault [5], Herold Júnior [6], Weil [7] and Goldenberg [8], among others. For the end of this communication, we also chose 4 works to comment briefly:

They include two thematic fields of confluence worked on in the course we taught: body and anthropology and body and game.

Thematic field: body and anthropology:

The text by French anthropologist and sociologist Marcel Mauss "The techniques of the body" [9], was written in 1934. The remote reflection is still a reference in the area, given the originality of the analysis. It presents the notion of "body technique", taking the body as "the first and most natural instrument of man". The author believes that, before instrument techniques, there is a set of body techniques, which can be transmitted. For the author, there is no technique and "there is no transmission, if there is no tradition"; lists "principles for classifying body techniques"; and lists "body techniques" in their wide variance, according to age, income, the possibility of transmission and cultural origin.

Le Breton's work "Anthropology of the body and modernity" [10] starts from the understanding of the body as a theoretical construction, used to culture and reaches the understanding of the body as a symbolic construction. He studies various conceptions of the body in modern times, reaching the present day in the western world. In the 1960s, it distinguishes the influence of the media in the construction of the idea of the body; and the progressive movement to separate popular knowledge, from erudite culture, especially in relation to the biomedical scope.

The contributions of Mauss and Le Breton are of interest to the course, as the first helps reflective and intercultural thinking, and can be applied to the understanding of the possibility of the permanence of traditional body techniques, in dialogue with the body techniques that are instituted, with the gradual arrival of each progressive technological advance; and the second favors the understanding of the emergence and gradual implementation of body patterns today, as it allows to understand the challenges that new languages, brought by the advent of the use of the computer and the advancement of the algorithm, impose on the automation process at work and how can do to accommodate them to the desirable and friendly practices of the citizen, on a daily basis and at work, in a society that wants to be supportive, friendly and inclusive.

Body and game themed field:

In the book "Homo ludens: The game as an element of culture" the anthropologist Huizinga [11] studies 'Nature and meaning of the game as a cultural phenomenon'. The author believes that the game is inherent to human culture and, in a way, to animal culture. The author believes that there is a "significant" function in the game, of a different nature from current life. It studies

formal characteristics of the game and understands the game "within certain limits of time and space" It considers the existence of a playing field and rules, rhythm and harmony in games. Relates game to myth, ritual and party.

The book "Games of the World" by german journalist and researcher Grunfeld [12] describes and illustrates 72 types of games that exist in various countries around the world. Segments games into classes: "board & table game; field and forest games; party and festival games"; and "puzzles, tricks and stunts". It presents richly illustrated material, containing rules and how to make each game.

Huizinga and Grunfeld's contributions are of interest to the course, as the first deepens the theoretical question about the playing field and its understanding. Segments game comprehension extracts, which can be applied to each particular game; the second offers us a rich set of games, including variants of them in different countries. It allows us to achieve the structure and rules of each particular game.

If we consider the existence of gambling in man's society and culture, the study of traditional gambling will be of interest. Traditional games can be observed in society and culture, a field of foundation for the authors studied. Knowledge of traditional games can favor the adoption of a collaborative pedagogy as well as the proposition of technical products and work processes inserted in collaborative situations.

Inspired by the collaborative actions of art, proposed by Becker; supported by the understanding of the existence of body techniques, as studied by Mauss; with the contribution of the evolutionary understanding of body techniques in modernity, supported by Le Breton; with Huizinga's theoretical contribution on structure, nature and meaning of games; and accompanied by the wide repertoire offered by Grunfeld, we built our course, in the first half of 2020, applied to the situation of Covid 19.

THE COURSE

The 'Body, culture and environment' course interspersed slide presentations, with an oral presentation of the material; texts shared in the classroom, after having been previously read by the students, with dynamic proposals, based on collaborative games.

The two first authors of this communication were teachers of the discipline. The course included students who were beginning their master's degree in the first semester of classes.

The class regime was remote, but on line. We mean by this, that the course, previously in person, was adapted to be taught at a distance. There was a timetable and a fixed virtual room to enable classes to be held, previously scheduled for the

group of students enrolled in the discipline, in a synchronous manner. The Google Classroom platform and the Google Meet application, made available by Universidade Santa Úrsula, were used by teachers and students.

In this communication, we will stick to two dynamics applied by the teachers.

The dynamics were created together by the teachers. Each dynamic was applied by one of the teachers. They were applied in May 2020. The master class had 7 students.

Dynamic 1: Domestic ethnography before and after Covid 19

Dynamic objective: Identify and describe domestic situations within students' homes, before and after Covid Pandemic 19.

Description: Each selected a domestic situation before the Pandemic and photographed it. Each selected a situation, in the same place, after the Pandemic and photographed.

Selected situations: Hall or entrance door of the residence of each one, before and after the Pandemic. In case of shoes on the floor, at the entrance door, 2 previously planned photos were taken. One without shoes, before Pandemic, another with shoes, after Pandemic. In the case of a bathroom sink, with alcohol gel, two photos were taken. One reconfiguring the sink as it was before the Pandemic, and the other as it was after the Pandemic.

Comments:

Several transformations were observed, with an impact on the body of each one, on a daily basis, after the Pandemic. With regard to housing, there was a reorganization of internal and sometimes external domestic space. Sometimes there was a change in the configuration of the house, either by relocating objects and furniture, in order to favor the accommodation of workstations, or by doing small domestic works, completely reconfiguring some rooms;

With regard to food: before the Pandemic there was the use of containers to facilitate the packaging of food, to be consumed outside the home, in the workplace, and after the Pandemic there was a need to stock more food to be consumed at home;

With regard to body care, new protocols were introduced, such as the use of masks, face protectors, and gloves. The regular cleanliness of the hands, sometimes caused injury, due to the recurrent use of disinfectants;

With regard to clothing, at home, these started to preferably contemplate the part from the waist up, with formal clothes, keeping the part from the waist down, with informal clothes. In the street it was common to use clothes that were easier to wash, due to the fact that they need to be repeatedly washed, in order to be disinfected, when they get home;

The coexistence offered greater regularity in the case of residents of the same residence and less regularity or absence of in-person coexistence, with friends and family members who did not live in the same residence;

With regard to entertainment, there was an adaptation to the type of leisure practiced, which now includes communication through "lives", regular access to films and reading of books.

Procedure during the class: "synthesis with slides":

First the students were invited to make a photographic record of different domestic situations. Then a slide show was made available in the 'cloud' to be developed jointly, including the photos that each one made available, to be later shared with everyone.

Dynamic 2: Body and affection in Pandemic, from Paul Klee

Dynamic objective: Sensitize students through the enjoyment of images of works by Paul Klee, previously selected. What sensations, memories and feelings emerge from the visualization of the images of selected works, in the time of Covid 19?

Description: The class was divided into 3 groups (there were 2 groups of 2 students and a group of 3 students); A pair of images was assigned to each group:

Selected works by Paul Klee:

GROUP 1

Figure 1.1920.Paul Klee. Destroyed-place

Figure 2.1939.Paul Klee. Flowers-in-stone
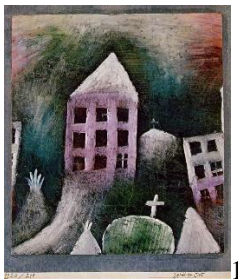
GRUPO 2

Figure 3.1921.Paul Klee. Rotating house

Figure 4.1930.Paul Klee. Refuge

GRUPO 3

Figure 5.1921.Paul Klee. Dream city

Figure 6.1926.Paul Klee. Reconstructing

Procedures: The students communicated via 'whats app' to exchange experience of viewing images intended for each group. Each group noted the sensations and ideas generated by viewing the images. One of the members of the group was the spokesperson for the result, to share with the class.

Comments: When presenting the comments on the works of Paul Klee, by the spokesman of each group, the work was designed in 'screen sharing', on the computer, cell phone or I Pad device, in order to allow everyone in the class, enjoy the same image.

Sensations of fear, apprehension, interrogation and malaise were expressed, on the one hand; and, feelings of desire to overcome, belief in a future start over on new bases, credit in exceeding limits and development of closer ties of coexistence, after Pandemia, on the other hand.

METHODS AND METHODOLOGY

In order to achieve the objective "to refine the understanding of the central ideas of the discipline 'Body, culture and environment' of the master, combined with the situation of Covid 19", we made written field observations, after each of the 12 dynamics performed in the classroom. We selected two, to analyze in depth. We comply with what the sociologist and researcher of education, the brazilian Lüdke [13] teaches, by endowing the ethnographic precept of detachment, in the descriptive observations of the classroom, during and after the pedagogical set, facilitated by the fact that we act remotely, and with the camera turned off, at moments of written record during class. We followed the procedure of "strangling" the "familiar". In the case of a "total participant", when the researcher observes his own performance as a teacher, as it happened with us, "a general rule of thumb when to take notes, is that the closer to the moment of observation, the greater your accuracy". So we did it.

CONCLUSION

The theoretical references presented at the beginning of this communication, supported the development of dynamics. They helped and pointed out the possibility of creating a study guide and the perspective of a master's project to be written by the students, with the intention of promoting solidarity and inclusive actions.

The two dynamics described demanded the cooperative work of the teams. They were created from playful situations. They mirrored each other and referred to collaborative games.

They had input from the art field. In the first case, "Domestic ethnography before and after COVID 19", photography was used as a recording instrument. The audio visual language was worked, together with the written language, in both cases. In the second case, "Body and affection in Pandemia, from Paul Klee" there was awareness based on the shared enjoyment of works of art by the artist chosen by us.

The pedagogical set in both cases had the presence of all the participants, students and one of the teachers. This was guaranteed by the presence of the entire group of students, interacting in remote synchronous class.

The field of the "pedagogical game" entered each person's home, in the first case and the individual sensations of each one, raised by the enjoyment of works of art, in the second case.

In the conflict between situations of restriction, caused by the pandemic, and situations of overcoming the current moment expressed by the group, the balance

was positive. Hope in the possibility of reaching a "normal", in the near future, more citizen and solidary, proved to be alive.

The "meet" platform functioned as an interface to make each other's experience dialogue, with the game dynamics.

The dynamics presented allow to be replicated.

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THE IMPACT OF STUDENT BLOGS ON THEIR PROFESSIONAL AND SOCIAL COMPETENCIES

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ABSTRACT

In digital era technology is constantly reshaping our future and creates new demands for educators to bridge the gap between old school methodology and digitally-oriented professional landscape. Digital natives, who are flooding our universities at the moment, can't imagine their lives without mobile phones and social networks. The question that naturally arises is why not to use these ICT advances in and out of the classroom in order to enhance learners' outcomes in both hard and soft skills? The paper presents the study which evaluates the impact of tertiary-level student blogs in English on the development of their professional and social competences from the students' perspective. The research questions were: 1) to investigate the students' experience with running an educational blog; 2) to evaluate the impact of a student educational blog in Public Speaking Course on students' foreign language proficiency level perceived by language learners themselves; 3) to assess the students' beliefs and evaluations of the development of their soft skills due to the blogging technology interwoven into the academic process in Public Speaking Course at the university.

The method employed in the current research was a questionnaire study to find out learners' opinions about the impact of students' blogs on their professional and social competences. The experiment was conducted at Novosibirsk State Pedagogical University (Russia) in which two study groups participated with the total of 32 students. The participants as part of their Public Speaking course had to run a multi-media educational blog in the English language as a portfolio of their progress in this discipline. The questionnaire included demographic questions and research questions. Research questions addressed the respondents' experience with blogs, their attitudes to blogging, and the perceived impact of blogging technology on their foreign language proficiency level and soft skills.

The results of the study showed that most participants were interested in having more experience with both professional and personal blogs in the future and gave high ranking to the impact of such blogs on their foreign language acquisition. The research confirmed our hypothesis that students' multimedia blogs in the target language would have a positive impact on students' professional as well as social competences and would enhance their motivation and participation rates.

INTRODUCTION

It is widely believed that nowadays students are digital natives, immersed in digital technology on daily basis. Today's tertiary students are the first generation to grow up on digital media and are expected to have a natural desire to use digital technology and Internet as their primary source of information. Moreover, most university students immerse themselves in a digital environment for entertainment and communication. They consistently obtain skills in daily communication via social media. Many students, known as the "web generation," use social media as the dominant form of communication in many aspects of their lives and expect such technologies to be everywhere, including teaching and training [1].

At present Web 2.0 technologies, and especially blogs, are being used to engage students more fully in the learning process around the world, especially in the USA, UK, Australasia, Japan and South Korea [1], [2]. According to Aydin [3] the recent research in blog assisted language learning (BALL) deals with the following issues: the impact of blogs in language learning on gaining awareness of the target culture; blog effects on learners interactions and communications in the target language; the contributions of blogging to enhancing the main language skills, basically, writing and reading; the effects of the use of blogs on English as a Foreign Language (EFL) learner motivation and the learners' attitudes towards the target language as well as the effects of blogging on autonomous learning, information exchange as well as blogs as a learning space. However, the effectiveness of blogging as a technology is still not sufficiently examined: some studies support BALL [4], [5], [6], while others are quite cautious [7], [8].

In Russian higher education, the number of available social media tools has expanded significantly in recent years. But despite reports of successful ICT adoption in higher education [9], [10], there has been relatively little empirical research examining whether the use of blogs in teaching and learning a foreign language leads to increased learning outcomes. To the best of our knowledge, none of these studies have been conducted so far to assess the impact of student blogs in the target language on improving the level of language proficiency in all parameters of communicative language competence, as well as social competencies of students. Our current study uses a survey with quantitative research method to measure the impact of blogging technology on the development of professional and social competencies in students from a student perspective.

METHODS AND MATERIALS

The research questions were:

> 1. to investigate university students' experience with running an educational blog in English;
> 2. to evaluate the impact of a student educational blog in Public Speaking Course on students' foreign language proficiency level perceived by language learners themselves;
> 3. to assess the students' beliefs and evaluations of the development of their soft skills due to the blogging technology interwoven into the academic process in Public Speaking Course at the university.

The research reports the results of the questionnaire study, conducted at Novosibirsk State Pedagogical University (Russia) in June 2020 upon the completion of a semester course in Public Speaking by the fourth-year students of English as a Foreign Language (EFL). The language of instruction on the course was English. The course participants were upper-intermediate and advanced EFL speakers. The aim of the course was to give students fundamental knowledge of the basic concepts of oral public communication in English, to develop and consolidate the skills of collecting, assessing, organizing and pronouncing information in an interesting and meaningful form. As a result of taking this course, students should successfully master the skill of influencing the audience through public speaking. Alongside with the development of professional competencies of future EFL teachers during the Public Speaking course held in English, soft skills were among the course objectives as well, namely critical thinking, creativity, communication, time management and self-organization. To meet all these objectives blogging was chosen as a pedagogical technology to assist the learning process. As part of a course students were invited to run their personal educational blog in the target language that could serve as an e-portfolio of their progress in the discipline.

Blogs are an easy way to get students to produce a multimedia portfolio, documenting their work during a course as blogs can include text postings with essays, evaluations, reflections, reviews, etc. as well as images, audio and video (often self-recorded), and links to other websites and related multimedia. Blogs are interactive and allow visitors to leave comments and even message each other via widgets on the blogs and it is this interactivity that makes them particularly attractive in teaching and learning a foreign language. They provide an authentic forum for communication.

There are many free blog services, and blogs are very easy to create and have a professional look that makes them very attractive to exploit. The students in our research were recommended to use blogger.com as a free and user-friendly tool to create their own blogs. At the end of the course a student blog was supposed to

be submitted as part of the course assessment. The task was optional, but the vast majority of the students chose the option.

The designed questionnaire was compiled by drawing on our previous experience, some of the questions were adapted to meet the objectives of the current survey from our research published earlier [11]. The questionnaire consisted of four parts. The first part was constructed of demographic questions (age, gender, the native language(s), the languages studied at the university, the languages spoken, the age when the respondent began to study the English language etc.), while the other three sections dealt with research questions. Research questions included yes/no questions, open-ended questions and multiple choice questions. The questions from the second and the third sections addressed the respondents' experience with running a blog, their attitudes to blogging, and the perceived impact of running their own educational blog in English on students' language competencies. The fourth section dealt with the students' opinions about the development of their soft skills due to the use of student blogs on a course of Public Speaking.

The questionnaire was administered online at the end of a course in Public Speaking after the course exam. Purposive sampling was used to ensure that a sufficient number of students who had experience in running an educational blog would take part in the survey. The students were not limited in time to fill in the form and could do that in their free time. The whole procedure of collecting the data took about 7 days. Descriptive statistics tools were used to process the results from yes/no and multiple- choice questions. Open ended questions were processed analyzing keywords and keyword frequencies. The five-point Likert scale was used to examine the students' beliefs about the impact of student blogs on their professional (hard skills) and social (soft skills) competencies.

The total of 32 students participated in the survey. Most participants in the research were female students (96.5%), which can be explained by student population in Russian pedagogical universities. Traditionally teaching profession in Russia is associated with female occupation due to certain cultural as well as economic reasons. The students' age was between 21 and 25, the majority of them being between 21 and 22. The average age range was 21.8 years. The languages studied by the subject group were: English (100%), German (62%) and French (38%). Other languages spoken by the respondents were Ukrainian, Kazakh, Yakut and Altai. The vast majority of the respondents began to study the English language in a primary school at the age of 8-9 as is prescribed by the State Educational Standards of Russian Federation.

DISCUSSION OF THE RESULTS

To investigate the students' experience with running an educational student blog in English and to evaluate the students' beliefs about the impact of blogging

on their professional and social competencies, we analyzed the results from the research questionnaire.

To find out the subjects' experience with blogging the respondents were given five questions to answer.

1. Have you ever done any blog before Public Speaking course?
2. Would you like to do another student blog in the future?
3. Would you recommend other students to do student blog in Public Speaking course?
4. Would you like to incorporate student blogs in your future teaching experience?
5. What kind of blog would you prefer to do in the future?

All subjects from the research group (100%) attended one semester Public Speaking course and chose to run their student blog as an e-portfolio for the course. The vast majority of the respondents (80%) had never had an experience of running any kind of blog before while 20% of them reported such kind of experience. The subjects (100%) gave a positive feedback on the use of blogs in learning and teaching as all of them (100%) are willing to do another student blog in the future and would definitely recommend other students to do a student blog in Public Speaking course. 90% of the respondents are eager to incorporate student blogs in their own future teaching experience. As for the last question in this section about the type of blog students are mostly interested in their future career, the answers could be grouped as follows: 70% preferred professional blogs, 20% voted for personal blogs while 10% would choose both. On the whole the results from this section clearly demonstrate the extremely positive attitude to blogging on the part of the research participants.

As for the evaluation of the impact of student blogs on students' foreign language proficiency (hard skills for EFL learners), the following six communicative language competencies have been chosen in accordance with the Common European Framework of Reference for Languages (CEFR): phonological, lexical, grammatical, semantic and orthographic competences. A 5-point Lickert scale was used to measure students' preferences here. The subjects were invited to rank these competencies from one to five according to their preferences with five being the highest impact of blogging experience [11]. It should be noted that all language proficiency descriptors were positively evaluated by Russian students and all average entries were above 4 points. The subjects gave the highest ranking to the impact of student blog on their phonological control (96%) and orthography (98%). This could be explained by the multimedia nature of the student blogs in Public Speaking. Students were regularly asked to embed their audio and video performances with lots of speaking tasks on the blog for self and peer evaluations. As for orthography students always had a chance to double check their spelling before and while posting that helped them improve their spelling skills. The respondents also gave equally high ranking to the impact of blogs on their semantic and lexical competences (90% and 89%

respectively) as they worked on variety and precision in communicating their ideas both in writing and in speaking, while the impact of blogging on grammar can be characterized as less significant from the learners' perspective (72%). The results are presented in table 1.

Table 1. The evaluated impact of student blogs on students' linguistic competencies

Types of linguistic competence	The subjects' ranking (%)
phonological control	96
semantic competence	90
lexical competence	89
grammar	72
orthography	98

It was also of great interest to our research to find out the estimated value of student blogs in a target language on the four speech activities: reading, writing, speaking and listening. All the subjects reported a profound increase of their competence in writing and speaking, whereas reading and listening were not among the highly ranked activities. As student blogs were components of a course in Public Speaking which presupposed loads of communication-based tasks and practices in both productive modes of interaction, participants' favourable assessment of these parameters can be easily explained.

A detailed analysis of students' beliefs about the impact of blogging on the development of their social competencies (soft skills) revealed that the respondents rated equally highly the impact of student blogs on all chosen descriptors, namely critical thinking (94%), communication (90%), time management and self-organization (96%), and creativity (92%). The format of this section coincided with the previous section in a questionnaire. A 5-point Lickert scale was used to measure students' preferences. The subjects were invited to rank the descriptors from one to five according to their preferences with five being the highest impact of student blogs. The results are presented in table 2.

Table 2. The evaluated impact of student blogs on students' social competencies

Types of social competencies	The subjects' ranking (%)
critical thinking	94
communication	90
time management and self-organization	96
creativity	92

It's worth noting that the average ranking in this section was never below 4.5. The highest points (96%) were given to time management and self-organization as students were required to keep strict deadlines weekly and thus trained

themselves in being more punctual. As blogging is a highly interactive technology with students being able to leave comments and exchange messages such kind of activity fostered regular peer communication and evaluation. Feedback from peers and the instructor on blog posts happened to be enormously motivating for the course participants. It also increased opportunities for interaction outside the classroom during the lockdown period. Although in their comments, the subjects admitted that they really missed the communication in the classroom. As for the level of creativity, thanks to blogging, students have become more responsible for the multimedia design of their written communication. Blogs have always been accompanied by pictures, audio-video posts and creative design. They became a kind of "window" on a student's creative self and as such fostered respondents' creativity.

CONCLUSION

Our research was primarily dedicated to the students' evaluation of the impact of blogging technology on the development of students' professional and social competencies. The educational research project was realized at the Faculty of Foreign Languages in Novosibirsk State Pedagogical University as a structural element of an academic program of Public Speaking course. The research participants were invited to run their student blogs as an e-portfolio of their progress and to submit them as a structural element of the course assessment. The detailed analysis of the questionnaire results revealed high academic potential of blogging technology for training both professional and social competencies of EFL students. The subjects turned out to be highly motivated and inspired to produce a multimedia blog of good value, that would be worthwhile visiting by both peers and the instructor as well as a broader audience. More than 90% of research participants made their blogs open to general public. The subjects claimed that blogging was a promising technology with high potential for learning and teaching both a foreign language and soft skills development and plan to integrate blogs in their teaching career. Indeed, a blog provides "a genuine audience, is authentically communicative, process driven, peer reviewed, provides a disinhibiting context and offers a completely new form with unchartered creative potential" [12].

In our digital world students can't imagine their lives without social networks and messengers, communication on them is their daily routine. Educators have to admit that Web 2.0 platforms and technologies revolutionized the teaching process and made it more learner-centered and authentically communicative, which is what after all we aspire as tutors who are genuinely interested in the development of soft and hard skills of our students. The research findings have implications for both teachers and students, as they can be used as guidelines to help ensure the successful use of student educational blogs in EFL teaching and learning.

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THE PERCEPTIONS OF ISRAELI TEACHERS TOWARDS PISA- INTERNATIONAL TEST

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ABSTRACT

PISA test is a comparative international large-scale test which was founded and edited by OECD (Organization for Economic Co-operation and Development). This test measures the achievements of pupils aged 15 in approximately 80 countries worldwide.

This study examined the perceptions of teachers in Israel towards PISA. The study have found that many teachers are ignorant of the nature and objectives of PISA. It is evident that the teachers are outside the circle of action associated with PISA.

Hence, the main conclusion of the study is that all interested parties, academics, teachers and administrators alike, must operate in reciprocity in order to shape the future character of the education system's graduate. This will not only change the Israeli education system's achievements but also may improve the face of future society.

Keywords: PISA, OECD, teachers in Israel, education systems

INTRODUCTION

PISA- The Program for International Student Assessment is a international examination by the OECD- Organization for Economic Co-operation and Development in member and non-member nations planned to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance on mathematics, science, and reading. It measures problem solving and cognition in those subjects. From an OECD perspective, the PISA results are exceptionally valuable because it supports the strategic framework for member states to reduce the number of underachieving pupils.

PISA test stems from the idea of accountability of educational systems which actually influenced and changed the face of education. Standards based on accountability (SBA) have become the basis of activity in educational systems in the world . Hence, structural organizational changes of schools have increased, and its management gained greater responsibility.

PISA was initially conducted in 2000 and then repeated every three years. Its aimed to provide comparable data with so that countries should adjust their education policies and outcomes [1].

According to The European Commission, Education and Training (2018) Some EU Member States have improved their performance over time, showing that reducing underachievement is possible. Estonia, whose education system is marked by a continuing willingness to improve, is the best performing EU Member State when looking at underachievers [2], [3].

PISA also makes it possible to analyze national performance by gender, socio-economic status, and immigrant background. The test's rsults also reveals the wide performance gap in reading that exists between pupils in general education and those in vocational programs. A migrant background also has negative effects on pupils' reading performance [4], [5].

The aim of the study has been to study the perceptions of Israeli teachers towards PISA international test. Hence the research questions have been as follow: what teachers know about PISA? what is their opinion about the test's reliability? what is their opinion about its relevance to the Israeli education system? What are the advantages and disadvantages of the test?

METHOD

The methodology which was applied in this study was a qualitative methodology based on the assumption that perceptions are best presented through people's own responses [6]. This methodology also combined quantitative approach for illustrative purposes as graphs.

Research population: The study included 20 teachers from the state-general education system. Some were homeroom teachers and some are teachers of different disciplines.

Research tool: The tool was an open questionnaire aimed at answering the research questions.

RESULTS

The study have examined what teachers know about PISA, what is their opinion about its reliability and its relevance for the Israeli education system, and what are the advantages and disadvantages of the test.

* All graphics presented here were created by the authors Zamir, S. & Cohen-Azaria, Y. (authors' source).
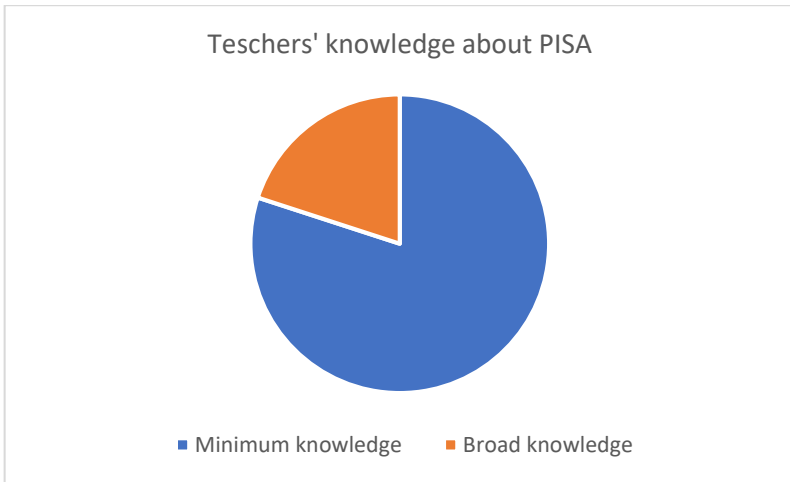
Graph No. 1: Teachers' knowledge about PISA test.

Only 20% of the teachers in the study had broad knowledge about the essence of the test.
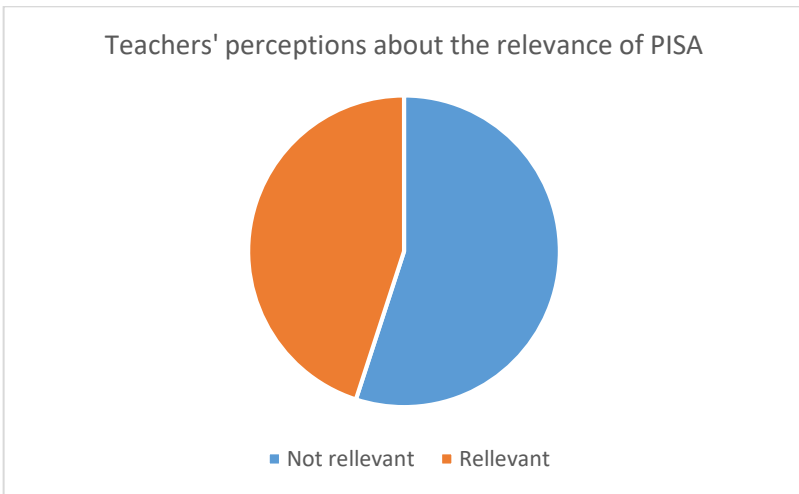
Graph No. 2: Teachers' perceptions about the relevance of PISA to the Israeli education system.

11 Teachers, which constitute 55% of all the teachers in the study, found the test of "Not rellevant" to the Israeli education system.

Representative statements for irelevancy: "Reduntent ,educational achievements should not be measured according to international achievements ".

"There isno benefit from the lowest rating of Israel" & "PISA ʾarms the morale of the education system".

Representative statements for relevancy:" One can learn from the results of the test and improve accordingly ". "Identification of weaknesses within the system ", "The test aimes at high cognitive thinking levels."
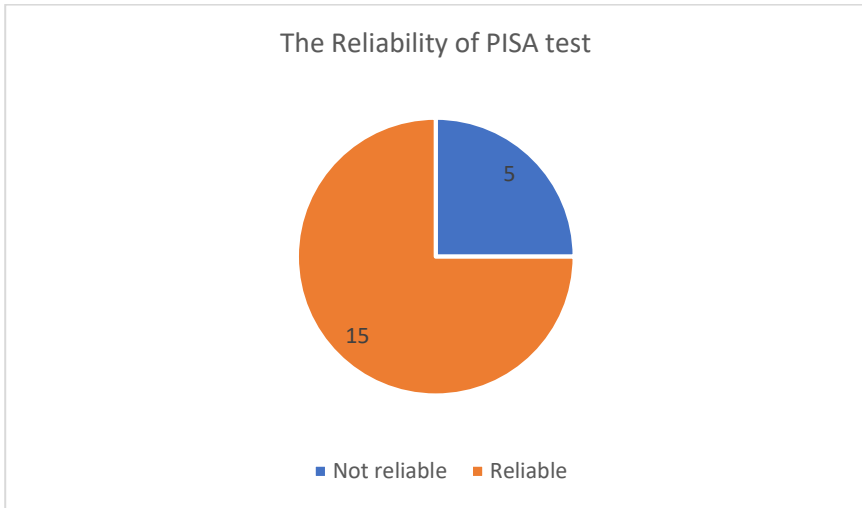
Graph No. 3: *Teachers' perceptions of the reliability of PISA test*

Most of the teachers found the test reliable. Representative statements of the subgroup that negated the test's reliability: "PISA does not reflect Israeli accomplishments", "PISA suits the educational systems in EUROPE".
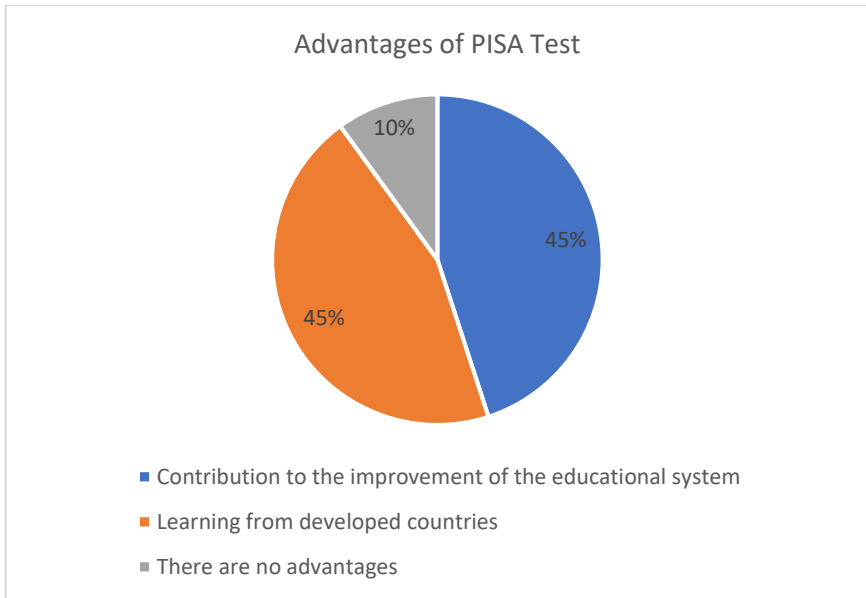
Graph No. 4: *Teachers' perceptions of the advantages of PISA test*

Representative statements**:** "The test has beneficial impact on pedagogical achievements", "Pisa grants positive motivation for teachers".
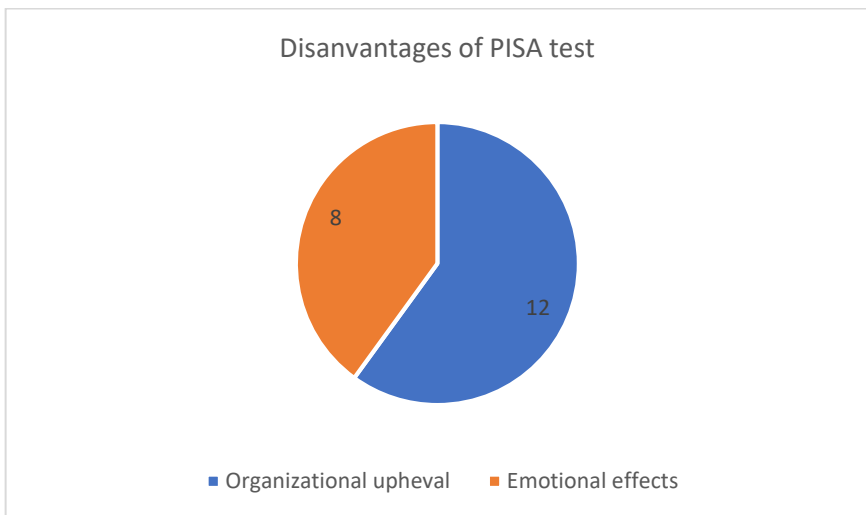
Graph No. 5: *Teachers' perceptions of the disadvantages of PISA test*

Representative statements**:** "PISA puts pressure on teachers and pupils alike", " It causes redundancy of tasks", "It impairs the image of the Israeli education system".

DISCUSSION & CONCLLUSIONS

Till 2020, the PISA test has been conducted in Israel for six times. Evidently, the publicity of the low achievements of the Israeli students, in comparison to their peers abroad, exposed the general population in Israel to the educational meanings of the very test. The exposure to the low grades as well as the poor comparison tables increased the public's disappointment from the education system in Israel and created feelings of uneasiness among the Israeli teachers and educators. As a result, a great tension was created within and outside the education system to seek the guilty ones [7].[8].

The answers of the teachers in this study revealed ignorance concerning teachers' familiarity with the PISA test, its contents and its essence .Although the test was carried out six times in Israel, the teachers reported that they have not received proper training ,and no changes have been made in the realm of learning based comprehension. Many teachers were not familiar with the significance of the initials PISA as well as the test's aims and objectives. This data is connected to the fact that the teachers have not been real partners in processes associated to the essence and applicability of the PISA test.

Many teachers (n = 11), found the test of "Not relevant" to the Israeli education system. This misunderstanding of relevancy reflects the fact that most of the teachers do not feel part of the system's decision making concerning national and international tests.

The disadvantages cited by the teachers are far greater than the advantages of the PISA test and include both organizational as well as emotional disadvantages. This may be attributed to the burnout that teachers experience due to their piling responsibilities and tasks required from their educational role [9].

The encouraging data of the research stems from the fact that the vast majority of the teachers believe that the test is reliable. Trusting PISA'S reliability may strengthen the cooperation of teachers with the objectives and vision of the very test. Hence, it may also reduce their opposing responses towards it.

Currently, there are many successful educational systems around the world which significantly improved due to PISA's results & inferences.

Optimistically, the stakeholders of the Israeli education system would lead the system to an educational program according to PISA standards: Educating future graduate as a prepared individual in the 21st century, equipped with an

independent learning skills, able to investigate, study, implement and operate technological equipment in an efficient and quality manner.

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THE USE OF CRITICAL THINKING AGAINST FAKE NEWS

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ABSTRACT

The digital era has determined a very easy creation and propagation of fake news. As a consequence, it has become harder for people to fight this malicious phenomenon. However, the only weapon that can have results in this informational war is critical thinking. But who should use it? The creators of fake news that do this for different reasons? The social platforms that allow the circulation of fake news with ease? Mass media which does not always verify with much attention and rigour the information they spread? The Governments that should apply legal sanctions? Or the consumer that receives all the fake news, him being the final target? Even if critical thinking would be useful for every actor on fake news' stage, the one who needs it the most is the consumer. This comes together with the big responsibility placed on his shoulders. Even if others are creating and spreading disinformation, the consumer must be aware and be careful with the information he encounters on a daily basis. He should use his reasoning and he should not believe everything just because it is on the Internet. How can he do that?

Critical thinking seems to be a quite difficult tool to use, especially for non-specialized individuals. This paper's aim is to propose a simplified model of critical thinking that can contribute to detecting fake news with the help of people's self judgement. The model is based on theories from Informal Logic considering the structure of arguments and on Critical Discourse Analysis theories concerning the patterns found in the content of the information.

Keywords: critical thinking; fake news; disinformation; misinformation

INTRODUCTION

With a simple click on the Internet we are overwhelmed with loads of information of which a big part is fake. We can identify some fake news just by reading the title, but it is quite difficult to distinguish other fake news because the truth and the lie are very well sewn together. Fighting fake news is not easy, especially because the weapons we have are slower and more focused on reason whereas fake news spreads incredibly fast and aims for emotions. However, critical thinking seems to be the only way people can use to try to diminish the effects of disinformation campaigns.

The fake news phenomenon is not new, even if its name started to be heard more often since 2016 US presidential elections. Disinformation has hundreds of years of history, one of the most recent being in soviet Russia. The implications of fake news have always been complex and harmful, but today they are amplified by social platforms which allow the access of targeted messages for targeted audiences. This phenomenon uses cognitive biases in a systematic way that influences the reasoning of the individuals [1].

FAKE NEWS ACTORS

In order to understand who is guilty for it and who needs critical thinking, firstly, this paper reviews the most important actors involved in fake news phenomenon.

Creators of fake news. They are the first to be considered since they are the source of fake news, but it is quite difficult to detect them since they use quite refined technology. However, there are two main identified reasons for which they are creating disinformation. Firstly, it is real that there are some very well constructed strategies of fake news, with political ground, which have the purpose to transmit certain ideologies. Even if it is old, but always updated, propaganda is one of the first scope of this phenomenon. Nowadays, computational propaganda uses algorithms, automated techniques and human resources for transmitting deceiving messages [2]. Another reason for creating fake news is the financial one. On one side, the digital ads make money by the number of clicks from users and they use often clickbait titles with this scope. On the other side, they are entities that offer services of creating from scratch entire campaigns of fake news which can cost up to 400.000 dollars [3].

Platforms of propagation. Social platforms are a favorable environment for the propagation of fake news. The well-known effect of *echo chamber* determines users to consume and to produce the same kind of content. The individuals tend to favor the information they see more often and this repeated exposure of the ideas can determine positive opinions, even on fake news [4]. Social media is also the environment where the digital robots can help at spreading and multiplying the fake news at a very high speed. For a long period of time, the platforms did not manage quite well the propagation of fake news. Lately, after the Cambridge Analytica scandal, Facebook, Twitter and other social networks introduced different automated systems of detecting fake news. The most recent initiative comes from Twitter who introduced the question `Do you really want to share this content you haven't read? `. This new option aims to decrease the large number of people who read just the title of an article and then share it [5].

Mass Media. This entity should be a trustful one, it should have only real news from verified sources, but unfortunately this is not the reality. We are in an era where journalists have to produce news at a fast pace which leads to a poor verification of the information. People are led by instant gratification and this

allows to situations in which even Mass Media spreads fake news. For example, at the middle of June 2020, there was a news spread all over the main official news websites (in Romania, but not only). This news was stating that the coronavirus pandemic is a false alarm. The source of the news was an international website (Global Research.ca) which was stating that this was found in a report of the Ministry of Internal Affairs of Germany. The news has proven fake since this was an opinion of an employee of the Ministry, in a department with no connection to the pandemic problem which intentionally wrote the name of the Ministry in the header of the document [6]. This is a big problem because the credibility of Mass Media institutions decreases and the public does not know what to believe and who to believe and this state of confusion is perfect for fake news.

The Governments. The involvement of the governments is needed especially from the point of view of legislation. They can prevent and sanction the creation and propagation of fake news. Some states are quite harsh wereas some states just proposed recommendations. For example, the Singapore officials imposed fines up to 47.000 dollars or even jail time for creating and sharing false and fake news [7]. However, even if it is good that the governments apply legislation for misinformation and disinformation, it becomes quite dangerous if the governments have a big control and they get to decide what is the truth.

The Consumer. The target of this phenomenon is the population, the consumer who lays on the couch, it scrolls through Social Media and he sees on Facebook that a friend shared a news about the fact that coronavirus is false and that wearing masks will make us slaves. Triggered by the title, the user shares the post on his Facebook wall and in this way, at least other 200 people will see it. Is the consumer to blame since he is just a victim of disinformation? This paper's position considers the consumer being quite guilty. The reader is responsible for what he will do after he reads this kind of content. It is not acceptable to consume content without critically assesing it. Firstly because this is a sign of respect for ourselves, if we are aware of what we are eating, we must be aware of what we are reading. Secondly, sharing this kind of fake news affects the others and it is not about personal beliefs anymore. At a macro level, this creates some mental models in society that are dangerous and far from truth. Gérald Bronner says that the development of the Internet and social networks did not transform us. It just augmented what we already have: a collective mediocrity, an intellectual stinginess, a natural disposition for credulity [8].

Fake news is effective because people lack critical thinking. Having a critical thinking means being aware of the information we encounter on a daily basis, it means evaluating this information to see if it is real, if it has good arguments, if it is not misleading. Critical thinking means rational thinking, it means taking evidences into considerations, it means looking for other sources. Critical thinking is also reflective thinking, when the individual assesses his own thinking and accepts the mistakes and he is willing to correct them.

The success of fake news is due to a low cognitive potential, due to the fact that people cannot accept that they are wrong, due to the fact that people are overwhelmed by the emotions and their reasoning is numb. There are also the cognitive biases that allow some shortcuts to the brain that can deceive us. How can critical thinking specifically help combating fake news?

METHODOLOGY

Critical thinking is quite a large concept which developed in many directions: philosophy, logic, cognitive psychology. Because of its complexity, one single method of applying critical thinking is not enough. That is why, in the following part this paper proposes a model of the application of critical thinking concerning fake news based on contribution from two methods: Informal Logic and Critical Discourse Analysis.

Informal Logic is itself a method whose purpose is to accept or to reject a conclusion that draws from an argumentation. Critical thinking literature presents some common points that can be applied. The starting point is the argument. There are usually three steps, three actions that must be taken: the identification of the argument, the analysis of the argument and the evaluation of the argument. In the case of fake news, these steps are very important and needed to help in truth identification.

Concerning the first step, the identification of the argument, the argument's definitions differ in their complexity, but the main idea is the same. The argument is a combination of assertions (premises) that support another assertion (conclusion) [9]. Recognizing an argument means first recognizing these assertions. A lot of fake news present arguments that seem to be real, but they are not and these mislead the readers. The next step, the analysis of the argument is very important. At this stage the argument is broken down and its components are analyzed in two ways: through schematization where, in short arguments, the premises and the conclusion are identified by the connectors and then a schemata is drawn to illustrate the argument; and through standardization that applies for longer arguments which first need a summarization and then the application of the method of schematization [10]. The last step is argument's evaluation which is related to the kind of support that the premises give to the conclusion. There are the two types of reasoning: deductive and inductive. Each type has different rules of validation and they can be applied when checking a news that has the suspicion of being fake.

Informal Logic also takes into consideration the fallacies or the apparent arguments. Plenty of fake news present reasoning errors which easily mislead people who do not have basic knowledge in argumentation. Some fallacies are quite hard to detect even for the specialized individuals. But, most of the time, people feel that something does not make sense, that something is not right. Our mind gives us a signal that it does not usually reason in this way. This is why is

recommended to always have a list of different types of fallacies that is in our proximity and try to check them when we are not sure about some arguments.

Fake news is also about the language that it is used to catch attention and to transmit an intentional wrong conclusion. Critical thinking focuses on defining concepts, on the careful use of the words, on the clarity of the language and lack of ambiguity. Language manipulation uses words that trigger intense emotions as fear or anger. As a critical thinker, the individual must be aware and in control of his feelings and assess carefully the information.

Fake news use quite often numbers in order to appear more trustful. Critical thinking literature focuses lately on this topic trying to offer different ways in which people must be aware of the numbers. When an information has numbers, it gives a false impression that the information is real, that it is based on evidences, therefore they should believe it. There are a lot of situation when the numbers are not representative, when they are from another context or when they are used in graphics and statistics [11].

The second method which can contribute to the creation of the model of the application of critical thinking against fake news is **Critical Discourse Analysis** (CDA). This method is based on interdisciplinarity using theories from discourse, epistemology, linguistics, social theories, socio-cognitive theories in order to integrate a complex analysis of different types of discourses [12]. The fake news type of discourse can be analyzed based on some concepts from socio-cognitive perspective of CDA: the context, the mental models and the *us and them* pattern.

The context can be understood from two points of view. Firstly, the ordinary meaning of the context tells that it means a set of events that determine a certain action. At this level, the context is seen as being objective and is seen as creating the connection between the discourse and the environment where the discourse appeared. Even this meaning is quite easy to understand, there are a lot of people that don't take it into consideration when they make judgements. Especially in fake news, the public gets easily tricked by the content of an information because they don't asses the context that determined the event the information is presenting.

The second meaning of the context, which is given specifically by CDA perspective is a subjective context. The context is here a mental representation of the social structures which are relevant for the creation and the interpretation of the discourse. This concept is composed out of: an overview of the situation, place and time, the discourse itself, the participants in the communication act, the mental models of the participants [13]. Concerning fake news, the context must be analyzed from both perspectives of the context: subjective and objective at a micro and macro level.

The second concept from CDA that can be useful in fake news analysis is represented by mental models. The mental models are an interface between the discourse and the society. The creation and the interpretation of the discourse are made throughout mental representations which help us to create and understand an image about the world and to face the environment we live in. While we are receiving a discourse or we are reading a fake news, our thinking calls upon existent representations which are social constructed to make sense of what we are reading. The problem is risen when fake news is built on mental representations that are known by the creators. The other side of the coin regards that in the same time, people are building mental models based on the big amount of information they encounter daily, information which can be fake. Most of the time, the consumers of fake news build their mental models of the events they read about by activating relevant parts of their knowledge and in this way, they fill their mental model with the information from the news [14].

The last concept relevant for fake news analysis endorsed by Critical Discourse Analysis is the binary pattern structure of *us and them* in the discourse [13]. Most of the fake news have a common way of representing the world, of breaking the story apart in two parts: good and evil, us and them. Usually *they* are the enemies that want to hurt us and *we* are the victims. The readers should be aware that this black and white representation is quite dangerous and this should be a signal that the news is not quite objective.

THE FAKE NEWS ANALYSIS MODEL

The model proposed in this paper is based on questions that can be carefully asked when someone encounters a suspicious piece of information. Each question is drawn from the methodology discussed above. This is a simplified model which has the essential points that must be addressed by the consumer who wants to find out if a content is fake news or not. This model can be decomposed in more detailed parts, with more questions, but its efficiency would decrease. The individual does not have time to apply a complex schema of analysis.

Figure 1. Fake news analysis model
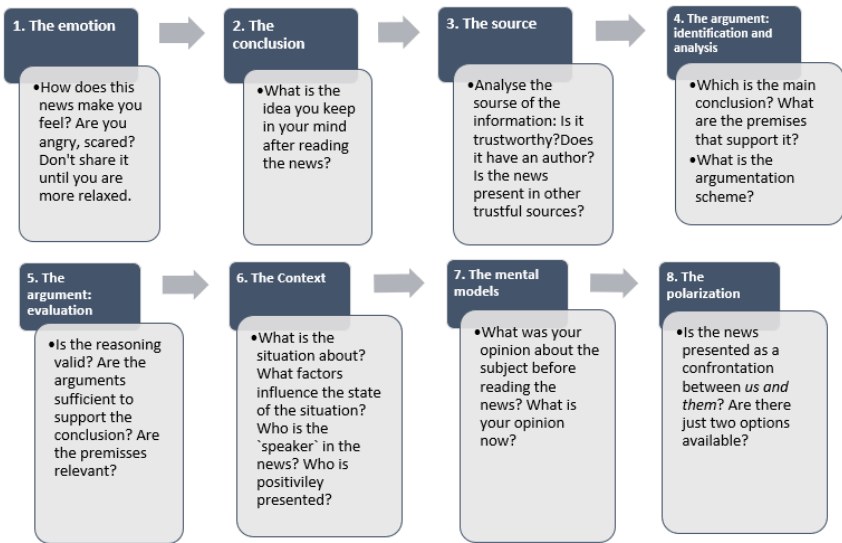
CONCLUSIONS

The fake news phenomenon is increasing and its consequences are more and more dangerous: manipulated voting, people that don't vaccinate their children, people that do not wear masks during a pandemic, people that try suspicious treatments, the hate increasing etc. Disinformation and misinformation harm the society. Because there are so many parts involved in this, it is hard to fight with this malicious information virus. However, it is necessary to invest in the education of the consumers, even if this is a battle on the long run. They are responsible, but they must be helped.

This model is a short version of analysis. It includes the necessary points that an individual should look at when facing a suspicious content. The limit of this model is that critical thinking is a heavy, difficult weapon which is based on rationality whereas fake news is quite easy to digest, it spreads quickly and it is based on emotions. The key is practice, the key is repeatedly applying rational analysis on this kind of news until it becomes a habit, until it becomes almost automated and, in this way, people will have fewer chances to be manipulated.

AKNOWLEDGEMENTS

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WORK-BASED LEARNING IN HIGHER EDUCATION: EXPERIENCE AND CHALLENGES OF LEARNERS, WORKPLACES AND INSTITUTIONS OF HIGHER EDUCATION

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ABSTRACT

In recent years, providing higher education in the form of work-based learning has become more important in the higher education (HE) policy and practice almost in all EU countries. Work-based learning (WBL) in HE should support the development of competences of self-guided learners and adjust the university education better to the needs of the workplace.

The study is based on two pilot projects of WBL in HE in Estonia: Tourism and Restaurant Management professional HE programme and the master's programme in Business Information Technology.

The model of integrative pedagogy, based on the social-constructivist learning theory, is taken as a theoretical foundation for the study. A qualitative study based on semi-structured interviews with the target groups. The data analysis used a horizontal analysis to find cross-cutting themes and identify patterns of actions and connections.

It appears, that the challenge for HE is to create better cooperation among stakeholders; the challenge for workplaces is connected with better involvement of students; the challenge for students is to take more initiative and responsibility in communication with workplaces.

Keywords: *work-based learning, higher education, integrative pedagogy, Tourism and Restaurant Management, Business Information Technology*

INTRODUCTION

Learning at the workplace in its various forms is expanding throughout the world for several reasons, primarily due to the rapid and extensive changes in work, which means that institutions of higher education (HE) have to meet increasingly higher expectations in preparing their students better for work. Contemporary institutions of HE have to give more attention to the new needs and forms of cooperation between workplaces and HE institutions to link better HE and scientific studies with the practical experience of the world of work [13].

It gives students opportunities to work and learn at the same time. Work-based learning and apprenticeship represent learning in two different institutional environments, and three parties are usually involved: the learner, the workplace and the institution of (higher) education. Education policy changes in Europe had led to the expansion of the share of learning at the workplace in vocational education but is also the latest trend in higher education.

As workplaces are increasingly recognised as important places of learning, there are a plethora of different ways used to integrate work and learning, the umbrella concept of which is work-integrated learning [9], [11]. The dynamics of work-integrated learning, including work-based learning, are characterised by changes like diversification of participants and forms of implementation, context specificity, flexibility in terms of time and place, the development of the learning culture at the workplace and the active participation of practitioners [9].

The expansion of work-integrated learning in HE has created challenges to all parties. The relatively limited experience in the HE of European Union states has highlighted numerous problems and issues. [6] and [12] highlight the following problems.

1. Lack of information and low participation of workplaces. It can be difficult for institutions of higher education to find partners among workplaces and learners.
2. Supervising at workplaces. Finding supervisors or mentors is difficult, and their qualification, competencies and time resources are problematic.
3. The small size of companies. Small companies are less capable of contributing to work-based learning.
4. Learners are overloaded and can easily drop out.
5. Lack of communication and cooperation between the parties. The reason for this may be the inadequate acknowledgement of interests as well as the absence of clear agreements between the parties (institution of HE, student, workplace, state).

Similar problems have also characterised apprenticeship learning in Estonian vocational education: workplaces have little interest in the initiation of studies; communications problems between schools and workplaces; unclear liability and

rights of the parties; the level of competencies of workplace supervisors is inadequate at times [15].

Two forms of learning at workplaces have been implemented in Estonia: apprenticeship and work-based learning. The latter means learning where a company sends its employees to acquire formal education. Thus, many people in Estonia who start their studies have prior work experience in some speciality, and they do not start as apprentices. Work-based learning in Estonian education is still being tested, and its concept and practices have not developed yet.

The outcomes of the pilot project implemented in two areas of higher education in Estonia are analysed in this article to understand the experience gained by the parties in work-based learning as well as the main challenges. There were two research questions based on the objective:

1. What experience do the parties (students, work-based supervisors or managers, lecturers/representatives of universities) have concerning work-based learning?
2. What are the challenges of the parties of work-based learning?

One of the analysed pilot projects took place in professional higher education in the speciality of tourism and restaurant business (hereinafter TuRe) and the other at the MA studies of business information technology (hereinafter BIT). The two pilot projects were selected to better understand work-based learning by comparing the experience in the two fields.

THE THEORETICAL FRAMEWORK OF WORK-BASED LEARNING

The theoretical framework is based on the integrative approaches of learning at school and at work, which means the achievement of learning outcomes by integrating theoretical and practical knowledge [14] and learning opportunities in two environments, although personally different, in individualised ways [1]. The learning potential of various environments is taken into account on the one hand, and the social constructivist approach is considered on the other hand, which sees the learner as the central operator and the creator of personal meaning from the experience of learning in two environments [10].

Guile & Griffiths have described five analytical models of organising learning from work experience: the traditional model, the experiential model, the generic model, the work process model and the connective model. [4]

1. In the case of the traditional model, the learners are thrown into the water and expected to learn by themselves or by way of traditional instruction. The environments of learning at school and at work are not related, and formal and informal learning are separated.

2. The experiential model is based on the theory of experiential learning of Kolb [8] and means reflection or re-thinking of work experience, the ability to generalise and connect the acquired knowledge with practical application. The model emphasises the cognitive development of the student and their general competencies through the learning of work experience. The approach, however, emphasises narrowly on the psychological approach to learning at work. The primary function of a school is to instruct the learner, and the workplace supports learner as an extension of the school [14].

3. The generic model is characterised by the conscious planning and management of learning based on work experience and assessment of learning outcomes. The role of the school is to intermediate and contribute to learning, support the development of general competencies, such as reflexivity and self-management of the learner.

4. The work process model emphasises the learner's holistic understanding of the work process and context [2]. The model is based on the social constructivist understanding that the learner's activities and development are closely connected to the dynamics of the working environment. They develop their ability to transfer competencies from one work context to another, which in its turn requires the integration of theoretical and practical knowledge, i.e. cooperation between the school and the workplace. The role of the school is to support the learner's reflection in and about activities.

5. The connective model is a normative one and describes the desired manner of organising work experience. The model proceeds from the social constructivist approach to learning. Learning is regarded both self-organising and a process of adapting to the culture of the workplace. The aim is to develop general competencies, which allow boundary crossing learning between different environments, such as the skill to discover, define and solve problems as well as the skill to generalise and conceptualise the activities of the workplace in light of theory. This means replacing the concept of knowledge transfer with a boundary-crossing approach to learning and knowledge. The central role of the school is to develop a partnership and create an environment for learning. [5]

The model of integrative pedagogics (Fig.1) developed by Tynjälä [14] is based on the connective model. The three pillars of this approach are theoretical/generalised, practical and self-regulative knowledge, which must be integrated organisationally and also substantially (Figure 1). Whilst formally acquired theoretical knowledge is general and universal; the practical knowledge acquired informally in a working environment may be tacit, concealed, i.e. difficult to phrase. Thus, theoretical knowledge must be reflected in the light of practical knowledge and vice versa, practical activity at the workplace must be conceptualised [14].
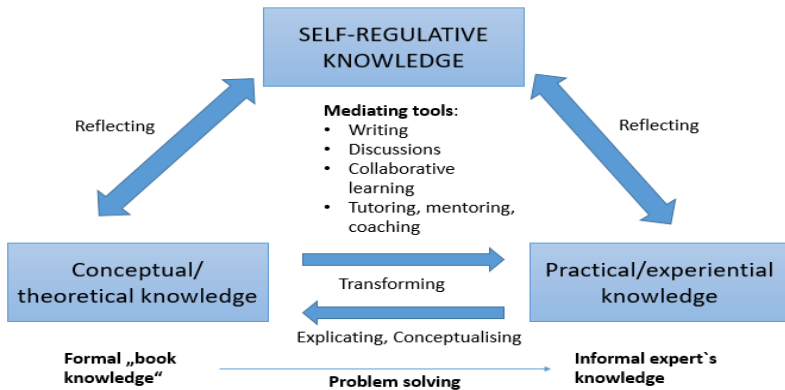
Figure 1. *Integrative pedagogics as a model of parallel learning at school and at the workplace (Source: Tynjälä, 2008).*

Self-regulative competency makes it possible to integrate and generalise theoretical and practical knowledge using pedagogical methods, such as reflection, analytical exercises.

All models are regarded as ideal types, which can be found in almost all European (vocational) education systems with some variations. The differences may manifest themselves in areas of activity [14] but also be caused by differences in workplaces.

METHOD AND METHODOLOGY

Qualitative research and the phenomenological approach were used, which is based on an analysis of the experience of the participants [3].

The sample consisted of the representatives of the three parties of the project: students, workplace supervisors or managers, and representatives or lecturers of institutions of HE.

Interviews with the representatives of the different parties and feedback from the students of institutions of HE were used for data collection. The interviews were used to examine the personal experience of the participants, as well as their opinions and attitudes.

A qualitative thematic analysis of data was carried out, which was aimed at finding the meanings and concepts in the data set. The data of the two institutions of HE involved in the project were analysed together. Cross-case (horizontal) analysis was used, which was aimed at comparing several cases, finding common topics and ascertaining activity, integration or other patterns [7]. From the

interviews, the text parts and meaning units related to the specific research questions were collected. After that, the answers and meanings were organised and grouped into narrower topics. The responses were generalised based on theoretical categories and interpreted according to the social constructivist learning approach and the model of integrative pedagogics [14]. The main topics, coming out from the text, include the experience gained by the parties in work-based learning; workplace supervising; teaching at HE institutions; challenges, and acquired competencies and proposals for the future activities to the parties.

RESULTS

The outcomes were divided into three parts according to the experiences of the students; workplace supervisors; teaching staff and representatives of institutions of higher education.

Experience of students of workplace supervision, learning, challenges and acquired competencies

In the students' experiences, the following topics emerged: problems in workplace instruction and roles of the supervisors; roles of the students; suitability of the workplace as a learning environment; factors that hinder and support learning; challenges for students; acquired competencies.

One of the key issues in the feedback given by students were the problems related to workplace instruction. They pointed out that supervisors lack interest in instructing, and sometimes the students have to guide themselves. The students wanted to see their supervisor as someone in charge.

I just completed the tasks, he checked it, and that was it. I can say that I was my own supervisor.

As this workplace supervisor assigned to me had worked in this area less than me, there wasn't much he could instruct me about.

The interviews also highlighted the roles of students, which were students as their own supervisors, team members, each other's motivators, each other's supporters, helpers, information communicators, developers of themselves. The Master's students pointed out that students have the most important role in work-based learning.

Regarding the suitability of the workplace as a learning environment, *t*he majority of the students found that the size of the organisation is not that important and that learning outcomes can be achieved at all workplaces. They wanted the organisation to support them when learning in a working environment.

We had to do some homework on human resources management. My small company doesn't have an HR manager, so I went to the HR Manager of the Drama Theatre and spoke to her.

Limited information about the institution of HE, difficulties in time planning, overlapping of the topics within-subjects and partial overlap with previous studies in a vocational school were highlighted as factors that hinder learning.

Information can only be obtained from the school by talking to the teachers. The movement and explanation of information is certainly something that should be firmly specified.

I came directly from a vocational school. I studied to be a chef, and a lot of the material we have here is very similar to what we had at the vocational school.

Cooperation between students was emphasised as an essential activity that supports the students in the learning process.

We all cry together when the going gets tough, and we're all happy together when things are going well.

There is a lot to learn from each other. One of us here has financial knowledge, and I know all about formalisation, and we can help others with our knowledge.

Time planning and reconciliation of working life and studies in terms of time and content, and working in a team with the other students and the supervisor were the main challenges for the students.

Everything is fine for as long as I can learn at work. It's tough to find time for studying when you work full time.

Above all, students have developed and acquired general competencies: time planning, teamwork, analytical abilities, critical thinking and self-management. Achieving competencies is not directly associated with work-based studies but rather with learning in an institution of higher education.

Experience of workplace supervisors of their roles, challenges and acquired competencies

The following topics were highlighted as a result of the interviews: roles of the supervisors; challenges; problems related to cooperation with institutions of higher education and students; acquired competencies.

The supervisors see themselves as learners who want to develop and learn from the students. The supervisor is often the one who assesses whether theory

suits practice, motivates and encourages the students. At the same time, they are responsible for the business results of their organisation.

The main challenges for the supervisors were understanding their role, planning their time and giving feedback. The positive side of giving feedback is that the supervisors must reflect on their work as supervisors. Still, the negative side is that they often lack the competency for providing feedback to homework in all fields.

If you ask me something about the hotel business, then I can't say anything, but I could tell you everything about catering.

The problems that emerged about workplaces and supervision were the following: the information and instructions given by institutions of higher education were limited, the learning outcomes were unclear, and the inclusion of supervisors in the studies was limited, it was challenging to find time to share with the students, and the supervisors and students changed.

Apprenticeship and work-based learning should be different, but I cannot see any difference at present. I don't understand whether I'm the supervisor of an apprenticeship or work-based learning.

The supervisor should be included more so that the things that are taught at school and the things that can be implemented in everyday work could be brought together more.

The competencies acquired by supervisors were revealed in interviews when they spoke about their roles. Supervisors have developed the competencies of learning to study, developing the people they instruct and analytical skills. The supervisors associated the acquisition of said competencies mainly with the fact that they had to give written, relatively detailed feedback about the subject passed on work basis to the lecturers of institutions of HE.

Experience of lecturers and representatives of institutions of HE gained from their roles, challenges, organisation of studies and the acquired competencies

The interviews revealed the following topics: the roles and competencies of lecturers, the organisation of studies, the suitability of the workplace as a working environment, challenges, acquired competencies.

Lecturers primarily saw themselves as the persons responsible for the theoretical side of the studies, advisers for the workplace supervisors, contact makers with workplaces in planning studies and preparing homework, and the advocates or advisers of students.

Lecturers should consider the individual circumstances of the students and monitor their personal growth more when organising the studies. They highlighted the small number of contact hours, the pileup of homework in the same period and additional work concerning the development of new learning tasks related to the learner's workplace. They also doubted whether homework should always correspond to the needs of the workplace.

As a lecturer, I should know this before teaching; I could at least prepare proper homework. It isn't always possible, and the question remains whether it should be prepared at all?

Positive examples of planning and carrying out studies were also mentioned.

We've discussed it with lecturers and organised the studies in such a manner that as much homework as possible is associated with the student's workplace. We've kept it in mind that it must be useful for the workplace, and the student must be able to learn. Students must read the theoretical material and connect it with practice.

The main challenges mentioned were motivating and supporting students, considering their personalities, connecting theory and practice.

I've read a lot of soft topics (philosophy), my base education is that of a historian and humanitarian. This new practice direction has been introduced now, and the new challenge is how to implement this philosophy at hotels and restaurants.

The competencies acquired by the lecturers were revealed when they spoke about the importance of connecting theory with practice and the need to get to know the students' workplaces. The competencies highlighted by the lecturers were orientation on the organisation's needs, organisational awareness, motivational and influencing skills.

DISCUSSION

Some of the experiences of the parties illustrate the lack of clarity in the responsibilities of two institutions: what should the responsibilities of the workplace and workplace supervisors be, how much should the institution of HE regulate the studies, what are the roles of the workplace supervisor, the lecturer and the student. There is still a lot of room for the development of efficiently integrated learning, and this sets several challenges for the parties.

The problems and challenges mentioned above overlap mainly with those identified in previous studies. A similar pattern has also emerged in the implementation of apprenticeship in higher education in other EU states [6], [12]. When the outcomes of this study were compared with the studies carried out in

Estonian vocational education, similar problems became evident in the following aspects: communication problems between schools and workplaces, the sometimes inadequate level of the pedagogical competencies of workplace mentors, and the need for relevant training [15].

Work-based learning in professional HE and at Master's level is planned according to the goals of the curriculum. The main difference between the two forms of study is that Master's students participate in solving actual tasks and carrying out projects at the workplace. At the level of professional HE, workplaces did not offer practical tasks to the students for the realisation of acquired knowledge. Hence, there is probably more potential for integrated learning in Master's studies than in professional HE.

The data do not suggest that this is a predominantly social constructivist learning pattern where the focus is on the learner who is responsible for learning and constructs a personal meaning from the experience of learning in two environments. As the differences between the parties are significant both in the context of learning (e.g. different workplaces) and personal resources (incl. time), the appearance of certain features of various organisational models of work-based learning can be observed in their experiences. Thus, the fact that students acquire essential general competencies related to self-management in the course of their studies refers to the general competency model as well as to the development of self-management competencies, and therefore also to social constructivist learning. However, the shortcomings in the cooperation between institutions of HE and workplaces indicate that there are elements of 'sink or swim' and the experiential model in the organisation of studies. This, in turn, refers to cognitive, rather than social constructivist learning.

However, the study also revealed factors that refer to the features of the integrative learning model [14]. For example, workplace supervisors feel like learners in the instruction and cooperation process; lecturers proceed more from actual problems at the workplace and ways of using the topics taught for solving problems at the workplace. It is important that the supervisors had a role in referring to the use of reflection, which is a central mechanism of integrated learning [6]. Thus, a supervisor's role includes giving feedback about the learner's activities, supporting the learner in the implementation of their ideas, sharing their experience and vision, explaining how things are done in practice, coordination and blending knowledge and practice into one.

CONCLUSION

Recommendations for the further development of work-based learning in HE are highlighted by comparing the outcomes of research and the social constructivist learning approach (Table 1).

Table 1. Recommendations for the development of work-based learning in HE Own source

Research outcome	Theoretical approach	Recommendation
Students did not associate the achievement of competencies with work-based learning, but with studying in an institution of higher education in the first place.	The activity and development of a learner are closely connected to the dynamics of the workplace. The primary role of the school is to support the learner's reflection in and about activities [2].	Work-based learning should be made more meaningful for the learner, the workplace and the institution of higher education.
It's difficult for students to reconcile working life and studies in terms of time and substantively.The learners usually do not connect learning tasks with the actual problems at the workplace.	Theoretical knowledge must be reflected in the light of practical knowledge and practical activity at the workplace must be conceptualised. This requires the preparation of a curriculum that takes learning in different environments into account [14].	Curricula should be developed in such a manner that theory and practice are even more integrated.
Lecturers should consider the individuality of the students and monitor their personal development.	The learner is the central operator and the creator of personal meaning from the experience of learning in two environments [10].	Learning should be individualised and more focused on the learner.

The limiting factors of this study were the small number of research outcomes, as the pilot project has not ended yet, and the students have not finished their studies. In conclusion, this study is important, as work-based learning in EU and also in Estonian HE is still in the initial stage, it has not been researched much, and the results have not been generalised. A broader study should be carried out, as work-based learning is a growing trend in the world and Estonian institutions of higher education are interested in continuing with this form of study.

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Section

LANGUAGE AND LINGUISTICS

This section includes papers which has gone under double blind peer-review. It covers papers related to theoretical, literary and historical linguistics as well as stylistics and philology

INITIAL STEP OF SPECIALIZED CORPORA BUILDING: CLEANING PROCEDURES

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ABSTRACT

This paper deals with the specialized corpora building, specifically academic language corpus in the biotechnology field. Being a part of larger research devoted to creation and usage of specialized parallel corpus, this piece aims to analyze the initial step of corpus building. Our main research question was what procedures we need to implement to the texts before using them to develop the corpus.

Analysis of previous research showed the significant quantity of papers devoted to corpora creation, including academic specialized corpora. Different sides of the process were analyzed in these researches, including the types of texts used, the principles of crawling, the recommended length of texts etc. As to the text processing for the needs of corpora creation, only the linguistic annotation issues were examined earlier. At the same time, the preliminary cleaning of texts before their usage in corpora may have significant influence on the corpus quality and its utility for the linguistic research.

In this paper, we considered three small corpora derived from the same set of academic texts in the biotechnology field: "raw" corpus without any preliminary cleaning and two corpora with different level of cleaning. Using different Sketch Engine tools, we analyzed these corpora from the position of their future users, predominantly as sources for academic wordlists and specialized multi-word units.

The conducted research showed very little difference between two cleaned corpora, meaning that only basic cleaning procedures such as removal of reference lists are can be useful in corpora design. At the same time, we found a significant difference between raw and cleaned corpora and argue that this difference can affect the quality of wordlists and multi-word terms extraction, therefore these cleaning procedures are meaningful.

The main limitation of the study is that all texts were taken from the unique source, so the conclusions could be affected by this specific journal's peculiarities. Therefore, the future work should be the verification of results on different text collections.

INTRODUCTION

Specialized corpora are widely used in modern linguistics. The main advantage of using such corpora is linguistic material consistent with specific language register. Specialized corpora is very valuable in linguistic research but can also find application in information retrieval, natural language processing, and ontology building [1].

One of the principal applications of corpora has been the compilation of vocabulary lists for English language learning. The wordlists derived from corpora have been used both in general English and in academic English learning, but usually they were not disciplinary specialized [2]. To date, there are several examples of compiling academic wordlists in specialized fields [3], [4], [5], [6]; nevertheless, all of them concern individual words, not multi-word units.

To date, researchers can easily compile comprehensively large corpus using up-to-date software and "web as a corpora" technologies. There are several publications discussing the preparation stage of the corpus design [7], but to the best of authors' knowledge, the language cleaning procedures in this initial stage has not been a concern for researchers.

The corpus quality is an ambiguous concept depending on the wide range of criteria. The basic properties of every corpus are representativeness, balance, homogeneity, coverage (size). These characteristics were actively discussed in the literature [8], [9], [10], but there is no widely used requirements for compiling specialized corpora, as we know.

In this paper we aim to look closely at the initial step of corpora building and answer the question, what cleaning procedures need to be implemented to guarantee the corpus quality. We strive to find the balance between the desired clarity of data and the sensible time spared to the text preparation for corpus building. In other words, how much time it is rational to spend in preparing texts for a corpus?

To understand this, we analyzed a real case of specialized corpus building and implemented different preparation procedures to find out which cleaning steps are valuable and which take too much time or do not affect the quality of the corpus.

MATERIALS AND METHODS

This research is based on the corpora in the biomedical field derived from the Russian scientific journal Acta Naturae. This work is a part of a larger research

devoted to the construction of parallel English-Russian biomedical corpus. The journal was chosen based on this goal, because this is a bilingual journal with two versions in Russian and English.

For the research of cleaning procedures we used only the Russian version of the journal and took a small massive of papers that constitutes the 2015 year volume of the journal, 58 papers.

Based on this massive, we compiled three corpora in Sketch Engine with different degree of files preparation :

- "AN_pdf" is a raw corpus derived from pdf files without any preliminary cleaning;
- "AN_clean" is a cleaned corpus with minimum preparation of files including elimination of reference lists, tables, author information and hyphens;
- "AN_very_clean" is a cleaned corpus with more sophisticated preparation procedures – in addition to the above mentioned the running titles were eliminated, as well as breaks in words and sentences. These breaks appear when an image or a table is embedded in the text.

The table 1 shows the principal features of compiled corpora. The substantive variation in number of tokens and sentences between raw corpus and cleaned corpora can be explained primarily by elimination of paper elements such as reference lists and author information.

Reference lists and author information were removed from AN_clean and AN_very_clean because these parts of an article include a large number of proper nouns and numeric symbols such as page numbers, addresses and so on. The tables were excluded because in the text format they mispresent the co-occurrence range of words which follow each other but do not have an association.

Table 1. Principal features of the corpora

	Number of tokens	Number of words	Number of sentences
AN_pdf	400,518	255,275	20,438
AN_clean	272,988	198,247	9,765
AN_very_clean	275,714	199,916	9,580

Table 2 presents time expenditures for preparation of two cleaned corpora.

Table 2. Time spared for preparation of AN_clean u AN_very_clean corpora

	Procedures	Total time for corpus cleaning	Average time spared for 1 article
AN_clean	Removal of hyphens, tables, reference lists, author information	87 min	1,5 min
AN_very_clean	Removal of running titles, breaks in words and sentences	232 min	4,0 min

To evaluate the usefulness of preliminary cleaning we need to compare the results obtained on three corpora. We chose several parameters that are important for specialized corpora and analyzed them using Sketch Engine:

1. The lists of the most frequent words using the "wordlist" tool.
2. Keywords and multi-word units.
3. Comparison of corpora using "compare corpora" tool.

RESULTS

Wordlist Analysis

For the first stage, we analyzed the first 100 words by frequency in three corpora using the tool "wordlist" in Sketch Engine. The wordlists were very similar in case of corpora AN_clean and AN_very_clean: there was slight difference in frequencies of meaningful words, but it was not sufficient enough to affect its rank in the lists. At the same time, wordlist of AN_pdf appeared very different from other two: it includes the same meaningful words, but their rank is much lower because of the noise included. For example, the word "белок" (protein) has the highest frequency in the first corpus, but the lower rank (17 instead of 13) than it has in cleaned corpora.

To understand the nature of additional "words" in the AN_pdf corpus, we looked at the first three of them that did not appear in other two corpora: p., v. and j. The concordance analysis for lemma "p." showed that only 46 entries from 2832 were in the article texts being a part of bacteria name (e.g. "P. aeruginosa"). All others were from reference lists being a reduction for "page" or authors initials. For "v." and "j." there were no entries from article texts, only from reference lists as a reduction for "volume" and "journal" accordingly or as authors initials.

Based on this short analysis, we can summarize that additional words in AN_pdf corpus are in fact noisy and do not add any value for potential users of the corpus.

Another issue could be the difference in word frequencies. We can see that for meaningful words the frequencies vary in all three corpora. Nevertheless, it seems that this variation is not significant. To test this hypothesis, we calculated the variation coefficient for first five nouns by rank in the AN_pdf corpus using the following formula: $V = \frac{\sigma}{\acute{x}} * 100\%$, where $\sigma-$ standard deviation, $\acute{x}$ – mean value for frequencies of each word in three corpora. The results were the following:

- "клетка" (cell) V=0,9 %;
- "белок" (protein) V=0,8 %;
- "экспрессия" (expression) V=0,7%;
- "активность" (activity) V=1,6 %;
- "результат" (result) V=0, 1 %.

Therefore, our hypothesis was justified: the frequencies of meaningful words vary insignificantly in all three corpora.

Nevertheless, the difference in ranks looks significant. For example, considering the first 100 words by rank we can find several non-words – predominantly Latin symbols: in the AN_pdf corpus the quantity of such elements are 27 per 100, and in the AN_clean and AN_very_clean 6 and 7 respectively. These non-words do not have value for linguistic analysis and can be considered as noise.

Keyword and Term Extraction

The examined corpora are intended to serve as a source for extracting keywords and terms. To evaluate their ability to play this role, we used the Sketch Engine tool "Keywords". This tool extracts both keywords and multi-word expressions from a focus corpus using comparison of its frequencies with a reference corpus. For Russian language the Russian Web 2011 corpus is used as a reference corpus. It is Russian general language web corpus crawled by SpiderLing in 2011, cleaned, deduplicated, consists of 18,280 million tokens [11].

Table 3. The first 10 single-word terms obtained by the Keywords tool for three corpora, ranked by score

No.	AN_pdf	AN_clean	AN_very_clean
1.	NATURAE	экспрессия	экспрессия
2.	ACTA	мрнк	мрнк
3.	ЭКСПЕРИМЕНТАЛЬНЫЕ	PARP	PARP
4.	Biol	ррнк	ррнк
5.	экспрессия	pestis	NeuN
6.	mol	NeuN	транскрипция
7.	PARP	транскрипция	her
8.	мрнк	her	Ala
9.	Chem	промотора	рчБуХЭ
10.	Cell	ИПСК	промотора

From the table 3 we can see, as in the wordlist case, that AN_clean and AN_very_clean are very similar by keywords, at the same time AN_pdf list demonstrates a big difference. It includes the title of the journal "NATURAE", "ACTA", standard section names "ЭКСПЕРИМЕНТАЛЬНЫЕ" (experimental), reductions of journal titles from reference lists "Biol", "Chem", "Cell".

Besides single keywords, extraction of multi-word terms is very important function for users of specialized corpora. We can see in the table 4 an example of this extraction for our three corpora. Here we can observe that there is no clear difference between cleaned and raw corpora: the lists are almost the same except for "список литературы" in AN_pdf which means "references". For the first 100 multi-word terms the difference is still insignificant: in AN_pdf there are only 5 occurrences that are not present in cleaned corpora – all of them are the universities' names given in author information.

Table 4. The first 11 multi-word terms obtained by the Keywords tool for three corpora, ranked by score

No.	AN_pdf	AN_clean	AN_very_clean
1.	уровень экспрессии	уровень экспрессии	уровень экспрессии
2.	дикий тип	дикий тип	дикий тип
3.	экспрессия генов	экспрессия генов	аминокислотный остаток
4.	аминокислотный остаток	молочная железа	экспрессия генов
5.	молочная железа	культура клеток	молочная железа
6.	культура клеток	настоящее время	культура клеток
7.	настоящее время	аминокислотный остаток	настоящее время
8.	фактор роста	фактор роста	фактор роста
9.	продолжительность жизни	продолжительность жизни	продолжительность жизни
10.	сайт связывания	сайт связывания	сайт связывания
11.	список литературы	экспрессия гена	экспрессия гена

Corpora Comparison

In previous chapters we looked only at first results, i.e. at the high frequency words and collocations in corpora. Nevertheless, less frequent words can also be important for the research results. To evaluate the differences between corpora in quantitative manner, we used the "compare corpora" tool in Sketch Engine [12], [13]. We received a predictably big value for pairs "AN_pdf vs. AN_clean" and "AN_pdf vs. AN_very_clean" (1.74 and 1.73 respectively) and smaller value for pair "AN_clean vs. AN_very_clean" (1.18).

To understand the nature of these differences, we firstly analyzed the wordlist made by comparison of corpora AN_pdf and AN_clean (pic.1). It consisted of 358 words, the majority of them had null frequency in corpus AN_clean. The

percentage of different types appeared in this list is shown on picture 1. We can see form here that reference list is the most significant source of these words, 77 % – these are reductions from journal titles and popular surnames and initials, there are no meaningful words perceived from this source.

Secondly, there are some occurrences from authors' information (surnames, addresses, 5%) and from running titles (repeated titles of sections, 1%).

And lastly, we received 13% of this wordlist from actual article texts, where we performed a deeper analysis. From these 47 occurrences 24 were elements of formulae, chemical structures etc. that are not relevant for linguistic analysis. Others 23 (6,5%) were meaningful words extracted predominantly from tables and pictures that were removed in AN_clean corpus.

Sources of words
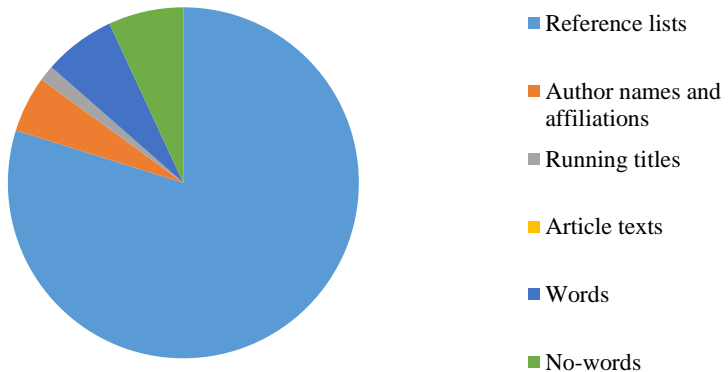
Pic. 1. Percentage of words appeared in the comparison list AN_pdf and AN_clean, ranked by sources

We should mention here that some of these words in fact presented in the second corpus. Due to the methodology applied in corpora comparison in Sketch Engine, only first 5000 words are included in the analysis, and then the algorithm chooses only top 500 words according to score in each corpus separately. This may be the reason of the situation with the word "minzdrav" that have 2 occurrences in corpus AN_clean but in comparison list there are 0 occurrences from this corpus.

DISCUSSION

Analysis of wordlists and single-word keywords showed very small difference between AN_clean and AN_very_clean that, to our understanding, cannot affect the research results of corpus users. At the same time, AN_pdf demonstrated significant difference in both cases. For example, the differences in ranks of meaningful words seems important for us as it can influence the usability of corpus as a source of wordlists.

The majority of additional words and keywords appeared in the raw corpus were extracted from reference lists and had no value for text analysis. One could argue that reference list analysis could be useful to specify the most valuable authors for the field, but there are specific bibliographic tools for it, like Scopus and Web of Science, and there is no need to use corpora here. Based on this, we can assume that removal of reference lists from scientific texts could be valuable procedure as it decreases the noise significantly.

Other cleaning procedures performed in AN_clean and AN_very_clean corpora seem to not have big influence on their performance, at least on the most frequent words and keywords. At the same time, corpora comparison showed some influence of tables removal – it leaded to disappearance of some meaningful words that presented in the raw corpus.

Automatic extraction of multi-word terms showed very little difference between all three corpora.

CONCLUSIONS

1. The sophisticated software for corpora building and annotation such as Sketch Engine let researchers to create corpora without any manual preparation of texts.

2. Any preliminary cleaning of texts aiming to reduce the noise in the results could be sensible only if they are not time-consuming.

3. Based on the results of this research, we consider as valuable procedures only removal of reference lists and author information.

4. The removal of tables do not affect the multi-word term extraction significantly, but it removes some meaningful words from the wordlists. So this procedure cannot be recommended.

5. More complex procedures, such as removal of running titles, breaks in words and sentences, take too much time to perform; at the same time, they do not have significant effect on the corpus performance.

In this research we only considered Russian language corpus in biotechnology area. Furthermore, we used the unique source of texts – the Acta Naturae journal. These factors can obviously affect the results. For further research, we plan to enlarge our analysis using other sources and including English language.

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REFLECTION OF THE CURRENT STATE OF PUBLICISTIC JOURNALISM GENRES IN THE SLOVAK MEDIA ENVIRONMENT

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ABSTRACT

The submitted study addresses the topic of the current state of the opinion journalism and its genres in the Slovak periodical press. The author draws attention to the question of classification of the opinion journalism of a rational and emotional type from the genre categorization point of view and, simultaneously, reflects on its application in the present journalistic practice. This brings a certain rate of confrontation between the defined theoretical premises and their subsequent practical (non-)implementation. The main objective of the study is to clarify the presence of genres of analytical and literary opinion journalism stated by media theory in the environment of the Slovak periodicals. Presentation of the basic terminological axis and the related explication of journalism genres included in the opinion journalism constitute the secondary objectives of the paper. For the purposes of achieving the set objectives, the author uses methods of logical analysis of text in combination with discourse analysis. Similarly, she predicts the evident presence of the phenomenon of hybridization in the Slovak journalistic practice.

Keywords: hybridization, journalism genres, opinion journalism, periodical press

INTRODUCTION

Periodical press as such could have been perceived for centuries and, thanks to its dynamic development, it has become an integral part of everyday lives of the whole society. Journalism, and mainly the complex system of journalism genres, has been changing mostly on the basis of the needs of the audience, but also the needs of the authors themselves. However, due to modern technological innovations or intensive changes in the lifestyles of individuals, new writing and reading habits started to emerge. The most significant change in the area of journalism is the phenomenon of the internet, through which a completely new dimension of informational needs can be observed. Despite the aforementioned, i.e. the wide spectrum of possibilities to perceive media contents, we are currently able to note a stable interest of people in journalistic expressions within the classic periodical press. Not only the news reporting, but also the publicistic journalism genres, can still be described as considerably attractive and sought out by the recipients. Journalists utilize them to a large extent and they can frequently be

found in current periodicals. Information in these genres is presented in a more reader-friendly way, while their truthfulness and reliability cannot be denied. Besides stating the facts, they are also able to make a judgment or provide a certain opinion on specific occurrences or affect emotions of the recipients of these media contents. As a consequence of the topical phenomenon of the so-called hybridization, it is presently rather difficult to identify the individual journalistic expressions in the periodical press, as they are characterized by the elements of heterogeneous genre groups, while many of them atrophy as a result of socio-cultural and technical-technological development of the society. It has thus become our objective to provide a complex overview of current shape of publicistic journalism genres in the Slovak periodicals on the basis of theoretical approaches of the experts.

We base our processing of the issue of the existence of publicistic genre types on the theoretical concepts of A. Tušer, H. Pravdová, M. Marko, and others. Beside the acquired key knowledge, we also do not forget the critical aspects of theoreticians related to the opinion journalism genres or their classification as such.

TERMINOLOGICAL DEFINITION OF OPINION JOURNALISM AND PRESENTATION OF BASIC PRINCIPLES OF ITS CREATION

The term "publicistic" (opinion) journalism has its origins in the Latin language and the word "publicius" means related to the people, municipality, the state and also municipal, public.[1] Opinion journalism can be described as a productive mental activity that reflects primary and topical social phenomena in the centre of public attention.[2] Contrary to the news reporting, the opinion journalism sees the current affairs as not only the subject of presenting, but also a premise for a certain generalization; its dominant feature being the judgment-making.[3] Therefore, one of the differences between the news reporting and the opinion journalism is the fact that, besides the informational element, the opinion journalism also provides an evaluation approach. Opinion journalism works with information that is later transformed and adjusted to a given audience on the basis of the author's knowledge and abilities. It does not prefer the accepting point of view, but rather the evaluating one – it makes judgments about the facts, analyses, generalizes, looks for context, and expresses opinions.[2] In the opinion journalism articles the author decides the method of depicting the reality and the selection of language used in their expressions. Contrary to the news reporting, they are able to use authenticity in their creative activities. However, they should still depict events that are topical and publicly discussed. Texts of this type can be found predominantly in press of a not especially frequent periodicity (e.g. weekly or monthly periodicals, etc.).[3] Besides topicality and evaluating opinions, opinion journalism is also distinctive by the public, factuality, pragmatism, suggestiveness, accessibility, and resourcefulness.[2] Š. Veľas also regards massness as one of the basic characteristics of opinion journalism.[4] On the other

hand, H. Pravdová and A. Koltaiová extend the aforementioned specificities by the author's authenticity, opinion-forming ability, and subjectivity.[5]

In comparison to the news reporting genres, the publicistic ones are longer and characterized by certain compositional and lexical particularities. The publicistic language style is thus an inseparable part of opinion journalism. It is a method of purposeful selection and thematic arrangement of the standard language that is used to inform the public in a prompt, accurate, and convincing way.[6] Publicistic texts are thus very "rich" in information and contain large amounts of facts. As the publicistic style is being used in a significant number of journalistic texts, an obvious variability is characteristic for it. In other words, the publicistic style should be comprehensible and clear, not too simplistic, but rather unique. The author should beware of their statement appearing primitive. At the same time, they should use such words and expressions that allow the content to be understandable even to a person of elementary education. The clearness should also be involved in the process of creating the framework of the expression. Article should not contain logical errors, confusion of terms or diversions causing dissonant rhythm of the expression.[7] Another important part of the stylistics of the opinion journalism is the accuracy that needs to be achieved through using both the language and non-language tools. For the word selection it applies that with the increasing extent of the text its content decreases.[8] Therefore, words in publicistic articles can, for a better effect, be exchanged for image material or charts that have an ability to fulfil a function of a sensible persuasive invective. This can be achieved through several methods. For example, the literary expression uses a more compact syntax, the analytical type an abundance of a certain element.[7] Variability or efficiency of an expression also have their irreplaceable role among the characteristic features of the publicistic style. However, the variability must be applied with caution and consideration, as the intensity of such tools should only be of an extent that does not obscure the meaning and idea of the article. However, the opposite of the aforementioned variability is often an undesirable stereotypicality of expression and its excessive use can fall short of the mark and can thus eliminate interest of a potential recipient. Within the context of the analyzed topic of opinion journalism in the current Slovak media environment, we can speak of two basic approaches of a journalist to a particular socially significant phenomenon – a rational and an emotional approach.

ANALYTICAL AND LITERARY OPINION JOURNALISM

Opinion journalism of the rational type, also called analytical, evaluative, inspecting or commenting opinion journalism[2], constitutes a significant element of newspapers since the time it has successfully separated itself from news reporting, which resulted in a gradual definition and consolidation of its genres. This type of opinion journalism is unique, specific, and distinctive and, therefore, it differs from both the news reporting and the literary opinion journalism. The expressions of the opinion journalism of the rational, or factual, type aim to

clarify, persuade, and support statements with facts. The opinion journalism of this type includes expressions that analyse, clarify, generalize, and evaluate the facts with intent to express an attitude towards a certain topical phenomenon in the society or to persuade and win over the audience. In the creation of the aforementioned journalistic type, an expedient should not only briefly report the news and facts, but should contribute to the information with evaluation or criticism, while expressing himself on the basis of the abovementioned cognitive process. The most frequently used style in the analytical opinion journalism is the descriptive and expository writing style. The representing genres are the commentary, note, analysis, review, editorial, editorial brief, and publicistic interview.[9] J. Mistrík, on the other hand, includes commentary, glossary, evaluation, editorial, discussion, review, polemic, debate, caricature, pamphlet, and entrefilet into this group of journalistic expressions.[10] According to P. Verner, the genre definition of opinion journalism of the rational type, differently from the previous categorizations, contains author's article, column, commentary, interview, reportage, essay, glossary, cameo, obituary, portrait, feuilleton, court report, sketch, and PR article.[11] Because of the difference in the assertions or typologies of individual genres from the previous authors, H. Pravdová and A. Koltaiová, their ideas cited in the publication by Z. Bučková and L. Rusňáková, are of an opinion that the genres belonging to the group of opinion journalism of the rational type should be included there in accordance to their frequency and representation in the periodicals. Specifically, they classify commentary, editorial, essay, analysis, review, polemic, note, publicistic interview, editorial brief, and epistolary opinion journalism as the opinion journalism genres [2], thus presenting one of the most topical classifications of the analytical opinion journalism genres.

Based on the mentioned facts, it could be generalized that the opinion journalism of an analytical type simply points out the fact that a journalist factually argues, explains, or evaluates an event or information and in doing so uses reason, i.e. the rational approach.[3] This point of view is represented mainly by an application of thought processes that lead to an emergence of logical-terminological framework of the analysed issue. In creating the texts of opinion journalism of the rational type, the author uses methods of logical analysis, which include analysis, synthesis, induction, deduction, abstraction and concretization, comparison, argumentation, and evidence presentation.[12] Through the aforementioned methods, the author is able to create an expression belonging to the opinion journalism of rational type. The result of such approach is a content that covers topical events and phenomena with a certain rate of authenticity, similarly to the opinion journalism of the emotional type. However, due to its compositional methods, ways of expressing or portraying the reality, it could be regarded as the opposite of the factual type of opinion journalism.

Opinion journalism of the emotional type (or literary opinion journalism) is characterized by the dominance of artistic means, figurativeness, emotionality, generalization or imagination and figurative-emotional depiction. Through these

instruments, an author is able to influence emotions of the recipients, while this approach of theirs could be described as emotional. This approach is specific also for the genres of opinion journalism of the emotional type or, in other words, the publicistic literary genres. The authors of literary text generalize their knowledge of life and people in a certain pattern, depict them using artistic images, and it is this principle of capturing a phenomenon, a fact or an event that makes it clearer and more easily acceptable for the audience than the elements of logical-terminological methods. Author attempts to influence the emotions of the recipient and thus convey an aesthetic experience or an impulse for an emotional reaction. It is, therefore, close to an artistic style and largely applies literary methods derived from prose writing, such as e.g. allegory, expressivity, metaphor or metonymy.[2] Furthermore, it can be stated that this type of opinion journalism also contains a classificatory opinion that has a basis in the figurative style of depiction and in the arguments.[13]

Within the literary opinion journalism, we may speak of several genre types, which include the reportage, feuilleton, causerie, glossary, sketch, essay, column, and entrefilet.[5] Within the stated context, it is, however, necessary to mention also the fact that the emotional effect, as well as the quality of a journalistic product, is also determined by its consumers. Proportionately to the growing cultural level of the society, the excellence of journalism must also grow. To achieve an efficient expression, the mental influence through journalistic data does not suffice, but it is the emotional intensity that is the essential part.[7] In order to increase the quality of journalism, the overlap between the rational and emotional basis of journalistic expressions occurs naturally and the term "hybridization" has been establishing itself more and more in the genrelogy. It also implies certain problems related to identification of the specific publicistic genres on the one hand and their clear classification into either the analytical or literary opinion journalism on the other hand.

CRITICAL PERSPECTIVES RELATED TO THE PUBLICISTIC JOURNALISM GENRES

In connection to the current production of journalism genres, a phenomenon of the so-called hybridization is being pointed out. The term indicates the increasing trend of overlapping of individual genre types, when, for instance, methods and vocabulary typical for publicistic genres become a part of reporting and vice-versa. Journalism genre thus transforms its form, but also its intent. Genre types can simply overlap and their relationship and interaction depends on the rate and functions they are supposed to fulfil. Boundaries between them are often unclear and blurred.[14]

A. Tušer defines an attempt to divide genres into specific groups as a way of supporting a journalist to be able to choose a method and form of processing a certain topic. The group of genres of the analytical opinion journalism comprises genre groups characteristic for periodicals with a longer periodicity. Based on this

thesis, these would be the commentary, editorial, analysis, review, note, publicistic interview, and rarely also the editorial brief.[3] Typology of genres of the opinion journalism of rational type according to Š. Veľas is almost identical to the categorization by A. Tušer. However, we see a certain difference in Veľas's classification of genres, such as the no longer used scope of press and a complex journalistic analysis. Although the scope of press has similar characteristic features as the review, the author categorizes it as a separate genre with a specific aim to assess journalistic texts. In past, it used to contain exclusively criticisms of magazines and individual articles within them. The complex journalistic analysis or the thematic centrefold, not stated by Tušer, is a genre in which the author comprehensively depicts a certain phenomenon or an event. Artistic elements are absent in this genre, although some non-journalistic passages can be observed in it. Thanks to them, the journalist is able to characterize the analysed issue in a more factual way and provide a certain aesthetic experience. The complex journalistic analysis is thus more related to genres of other media, as on the radio it is called a radio documentary.[4] A specific stance on the classification of genres of opinion journalism of the rational type has been taken by the earlier mentioned P. Verner. The discussed theoretician includes the author's article, column, commentary, interview, reportage, essay, glossary, cameo, obituary, portrait, feuilleton, court report, sketch, and PR article in these genres[11], thus pointing out the apparent overlap between the analytical and literary opinion journalism. Other classification is provided by D. Slančová, who categorizes only the commentary, essay, review, and glossary as the genres of opinion journalism. The aforementioned categorization is theoretically based on the relation between these genres and the fact that they all have common features with the commentary.[15] Definition of the glossary as a genre of opinion journalism of rational type is contrary to the categorization by H. Pravdová and A. Koltaiová. These authors classify this genre as the genre type of the opinion journalism of the emotional type. The difference of categorization of P. Verner in comparison to H. Pravdová and A. Koltaiová is even greater, as the two theoreticians, similarly to the glossary, also classify the column, reportage, feuilleton, essay, and sketch as the genres of literary opinion journalism due to their figurative-emotional depiction.[5]

Categorization of journalism genres is an essential and frequently discussed topic; however, the current theory of journalism genres does not provide a comprehensible and complex overview even in the theoretical issues that stem form the relation between journalism and fiction. As stated by M. Marko, there are opinions that strictly separate journalism and fiction, consequently dividing the journalists and writers. He also speaks of journalism as an earlier stage of fiction. Journalistic literature, however, works autonomously, with its own characteristic features and principles. Therefore, we cannot compare two independent spheres of writing – journalism and fiction; as such comparison is unscientific, unprofessional, and unreliable. Although a journalistic expression can contain literary features, it should not be described as fiction.[7] Similar problem with genre classification is also being discussed in connection to the

feuilleton. It is thus not certain that every feuilleton belongs to opinion journalism. If, for instance, its content is not purposefully documentary and contains artistic principles such as generalization, typification, or artistic figurativeness, it does not fulfil the premises of a journalistic expression. Therefore, it can be stated that it is a journalism genre, but has lost the specific elements of this genre type. On the other hand, it has adopted the ways of capturing events that are immanent in fiction – the artistic area. In regards to the content, it is more a part of this discipline than the opinion journalism. Thus, its definition is not unequivocal and, besides the aforementioned facts, it is true that it has gained different characteristic features in different countries resulting from the impact of the environment and specific contexts in the society.[2] The status of reportage, or its inconsistent classification as an opinion journalism or a news reporting genre, is also debatable in the Slovak media environment. For instance, T. Repková and J. Mistrík regard it as a news reporting type of journalism, stating that the presence of a journalist in an article is less pronounced than in other literary units and it provides mostly facts, knowledge, and impressions, not ideas, which means that its suggestiveness is indirect.[10] However, M. Wojtaková is of a contrasting opinion and states that reportage is not only a journalistic but also an artistic genre categorized as non-fiction literature. According to the primary classification, stated by e.g. T. Rončáková, Z. Bučková, and L. Rusňáková, reportage is, besides other types, classified also as reportage-portrait, reportage-event, or reportage-interview, etc.[2] M. Marko, on the other hand, does not sympathize with creating and applying genre and terminological combinations that have no meaning. According to the author, reportage is meaningful only stand-alone, with its own inherent laws, similarly to the sketch or feuilleton, regardless of the fact that some characteristics and features of these genres overlap.[7]

Protrusion and overlapping of the elements of the journalistic units stimulates the existence of genres defined as borderline. According to A. Tušer, the borderline genres are the newly-emerging forms of reality depiction that evolve during the artistic activity of authors. A genre is thus a variable, constantly developing phenomenon. Within the journalistic expression, various features of genres can be combined and, in certain situations, if it is important for the thematic focus of the article, the author can combine both the literary and the rational approach.[3] Therefore, when considering the essence of individual publicistic genre types, it is necessary to take into account mainly the fact that socio-cultural changes and technical-technological progress have determined the fact of instability of their individual definitions and classifications that must be continually re-evaluated.

CONCLUSION

Journalism genres had been developing and forming for a long time until reaching the shape in which we know them today. Their unstoppable progress has been influenced also by the technological development, which allowed the journalistic texts to be presented to their readers in various forms. It is the basic

(formal and contentual) essence of the journalism genres that is presently causing a dispute among theoreticians, as their categorization into the news reporting or the opinion journalism of the rational or emotional type is not uniform. Coherence of the relevant experts in the area of categorization and description of individual genres is, however, important, mainly for the reason of successful identification and clear classification of the given journalistic types into the wider genre groups. The ambiguity of the definitions and categorization of journalism genres belonging to the analytical and literary opinion journalism has led us to closer exploration of this topic.

The primary objective of the study was to clarify the presence of journalism genres of the analytical and literary opinion journalism in current media environment by providing a closer presentation of critical outlook of the theoreticians on the discussed problem. Based on the presented knowledge, we have come to find an evident variability in the characteristics and mainly the typology of the publicistic genres that, in our opinion, reflects the current social situation in combination with the technological development of new media and genre types typical for these genres that retrospectively influence also the journalism genres in press. Experts' opinion differences could lead to undesirable questions, answering which requires a further, more thorough study of certain phenomena. Syncretism of genres and sub-genres, emergence of new categories, or their extinction, thus becomes a subject of further, more in-depth discourse.

ACKNOWLEDGEMENTS

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RUSSIAN CLASSICAL LITERATURE TEXT AS A PRECEDENT PHENOMENON OF THE MODERN MEDIA SPACE

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ABSTRACT

The article is devoted to the functioning features of precedent texts in modern media discourse.

Texts by F.M. Dostoevsky, namely, fiction, journalism and epistolary heritage, served as the research material.

The relevance of the study is explained by the intertextual nature of the modern media space.

The article shows that along with the use of Dostoevsky's precedent texts as signs of high culture, the modern media space also actively manifests the features of the postmodern cultural paradigm. The specifics of the latter include metatextuality, irony, various kinds of transformation, e.g., in headlines, which indicates their game foregrounding.

Special attention is paid, firstly, to various types of intertextuality and ways of precedent phenomena foregrounding; secondly, to their use in various media areas (advertising, urban naming) and genres (interviews, internet blogs, etc.).

The problem of recoding precedent phenomena is considered against the background of the use of signs of high culture as a form of reflection of modern mass consciousness in modern media communication, which is of research interest from an axiological point of view.

Keywords: *precedent phenomenon; media space; F.M. Dostoevsky; transformation; postmodern paradigm*

INTRODUCTION

PROBLEM STATEMENT

The modern media space is intertextual, which is an important characteristic of the culture of postmodernism. Since Russian culture is traditionally considered to be literature-centric, the study of media discourse which uses precedent

phenomena appealing to texts of Russian classical literature seems to be a **topical** task of modern linguistics. Works of classical literature are in demand and are cited, because they touch upon eternal topics that have concerned people at all times [2]. The most cited authors include A.S. Pushkin, N.V. Gogol, L.N. Tolstoy, A.P. Chekhov, F.M. Dostoevsky – the writers who define the world level of Russian literature.

In addition, the relevance of this study is determined by the fact that the precedent phenomena of Russian classical literature are considered in different media genres as a *socio-cultural phenomenon*, which determines its significance from the point of view of cultural linguistics, sociolinguistics and intercultural communication.

The **object** of the analysis is such a kind of precedence as precedent statements in works by F.M. Dostoevsky which are considered in the media heading - the strong position of the text. The study also analyzes the features of their functioning in modern media discourse.

The **aim** of the study is to show that precedent statements function as cultural signs that perform a certain socio-cultural function in the modern media space. This aim defines tasks such as characterizing the significance of precedent phenomena in terms of intertextuality and describing the main precedent models (including transforms) in the heading part of the text.

MATERIAL

The material of the study was composed of media texts of various genres and with different socio-political connotation published in the Russian editions *Izvestia, Kommersant, Novaya Gazeta, Rossiyskaya Gazeta, Nezavisimaya Gazeta, Pravoslavie.fm, Ekho Moskvy, Vzglyad.*

METHODS

The article uses a complex of research methods, including both general research methods of observation, generalization and comparison, and special methods of continuous sampling, contextual analysis, interpretive analysis, linguistic and cultural commenting.

DISCUSSION

INTERTEXTUALITY AND PRECEDENT PHENOMENA

In this article, precedent phenomena refer to integral units of communication verbalized through appeals to the past phenomenon of reality. They possess a

value-based significance in a certain linguistic community, are well known in a given society and constantly used in acts of communication [6].

Being a distinctive feature of modern postmodern consciousness and media space, intertextuality makes it possible to consider precedent phenomena as units that connect the sphere of classical literature and the social and political sphere by means of culturally significant information [1]. In addition, appeals of the media space to recognizable precedent statements from works of Russian classical literature are a means of enhancing the expressiveness, emotionality and axiologiness of the media text [9].

Scholars traditionally single out such precedent phenomena as precedent texts, precedent situations, precedent names and precedent statements [5]. Precedent statements as a kind of precedent phenomena represent a foregrounded sentence stored in the memory of native speakers in a ready-made form and referring to a precedent text or a precedent situation. The prevalence of precedent statements in the media space is explained by the fact that this type of precedent units reflects the specificity of media discourse with its "alternation of standard and expression" to the greatest extent (V.G. Kostomarov).

Precedent statements reach a high degree of foregrounding in the position of the heading, where they are aimed at analyzing and evaluating various phenomena of reality that are discussed in the work (informative function), or simply at attracting the reader's attention. However, they can be the result of literal reproduction (direct citing) or undergo transformation. As a rule, transformation performs an attractive function, enhancing the expression of the heading.

The analysis showed that modern media headings most often feature transformed statements, which can be explained precisely by their ability to express an evaluation, explicitly or implicitly. It is worth noting that such transforms influence the perception of both the entire publication and its individual fragments precisely because they relate to the semantic, structural, or aesthetic organization of the text.

The heading element of the publication is characterized by the destruction of the canonical meanings of precedent statements: *Тварь я дрожащая, или сбегать за хлебом?* /Tvar' ya drozhashchaya, ili sbegat' za khlebom/ 'Am I a trembling creature, or **shall I run for some bread?**' [https://twitter.com/soviet_flag/status/1249971249557757952].

The phrase *Тварь ли я дрожащая или право имею…* /Tvar' li ya drozhashchaya ili pravo imeyu/ **'Am I a trembling creature or do I have the right...'** refers to the novel *Crime and Punishment* by F.M. Dostoevsky and is the key one in the theory created by the protagonist Raskolnikov and tested by him through murder. However, in the speech practice of native Russian speakers, this phrase has also acquired a jokingly ironic meaning due to it being moved from a

serious, philosophical context into everyday life. This precedent statement receives a reinforced jokingly ironic connotation through the school practice of studying the novel and becomes a phrase of mass culture. Here the destruction of the literary canon leads to the appearance of an evaluative connotation of self-irony, which is axiologically opposed to the prototype of this statement.

Modern media texts are characterized by a tendency towards "polysemantism", which is necessary to achieve both an expressive and an informative functions of the heading [8]. The article *Тварь я дрожащая или право имею?* /Tvar' ya drozhashchaya ili pravo imeyu/ 'Am I a trembling creature or do I have the right...' talks about the dissatisfaction of Internet users with the violation of their rights and also about the limits of the applicability of censorship in the information society [http://www.chaskor.ru/article/tvar_ya_ drozhashchaya_ili_pravo_imeyu_32118]. On the one hand, the title retains the syntactic structure and lexical content of the precedent statement. On the other hand, the content of the article foregrounds a new meaning of the phrase, which is facilitated by the polysemy of the word *право* /pravo/: the semantics of *право$_1$* "a set of moral norms, rules of conduct" ('law') shifts towards *право$_2$* "the freedom, the ability to act, to carry out smth. or use smth. granted by the laws of the state" ('right') [3].

WAYS OF TRANSFORMING PRECEDENT STATEMENTS IN MEDIA HEADINGS

The main ways of transforming precedent statements are truncation, addition of statement components, and lexical substitution [5].

Substitution of components (lexical substitution) is one of the most common ways of transforming precedent statements, which, as a rule, preserves the syntactic structure and changes the lexical content thus engendering a new meaning. However, in some cases it is quite difficult to draw a clear line between transformation and inaccurate quoting: ***Всегда есть добро со злом***, *а поле битвы – сердце **человека*** /Vsegda est' dobro so zlom, a pole bitvy – serdtse cheloveka/ **'There is always good and evil**, and the battlefield is the heart of **man**' [https://pravoslavie.fm/interview/protoierey-dimitriy-smirnov-vsegda/]. The title of the article contains the phrase uttered by Protoiereus Dimitri Smirnov in his interview to the information and analytical portal *Russkaya Planeta*. This case is likely to be an inaccurate quotation of a statement rather than a transformation: *Ужасно то, что красота есть не только страшная, но и таинственная вещь. **Тут дьявол с Богом борется, а поле битвы – сердца людей*** /Uzhasno to, chto krasota est' ne tol'ko strashnaya, no i tainstvennaya veshch'. Tut d'yavol s Bogom boretsya, a pole bitvy – serdtsa lyudei/ 'The awful thing is that beauty is mysterious as well as terrible. **God and the devil are fighting here, and the battlefield is people's hearts**' (*The Brothers Karamazov*).

The heading *Поле битвы – сердца **зрителей*** /Pole bitvy – serdtsa zritelei/ 'The Battlefield is hearts of **viewers**' is an example of a transformed precedent statement with the replacement of the last component, which coincides with the prototypical one in its morphological characteristics [https://iz.ru/news/551002]. The substitute word foregrounds the content of the article that touches upon the problems and the ethical code of modern cinema - the quality of domestic cinema, the priorities of the modern viewer. Such a transformation changes the referential correlation without changing the meaning of the precedent statement.

The lexical substitution technique is also used in the heading *Тварь я дрожащая или **метро** имею* /Tvar' ya drozhashchaya ili metro imeyu/ 'Am I a trembling creature or do I have the **metro**'. It is the heading of an article about the opening of the Dostoevskaya station of the Moscow metro, for the design of which several particularly dark episodes from the writer's works were chosen [https://www.kommersant.ru/doc/1391398]. This transformation indicates a critical attitude of the author to the choice of artistic decoration for the metro station.

*«Гений»: Тварь ли я дрожащая или **править умею*** /Genii: Tvar' li ya drozhashchaya ili pravit' umeyu/ '*Genius*: Am I a trembling creature or do I know how to rule' [https://www.kino-teatr.ru/kino/art/pr/4435/foto/59686/] is a review of the film *Гений* /Genii/ 'Genius', which tells the story of a difficult friendship between two talented people - the playwright of the "lost generation" era Thomas Wolfe and the publisher and editor Max Perkins. On the one hand, the transformation occurs on the basis of the phonetic convergence of words, when an element of the precedent sentence (*имею* /imeyu/ 'I have') is replaced by a phonetically close word (*умею* /umeyu/ 'I can'). On the other hand, it also affects the lexical and grammatical level. The replacement of the noun with an infinitive is accompanied by the foregrounding of homonymy: *править₁* /pravit'/ "to control using power" ('to rule') and *править₂* /pravit'/ "to correct a manuscript" ('to edit') [3].

Lexical transformation can be supplemented by **rearranging** the components of the statement: *Наказание без преступления* /Nakazanie bez prestupleniya/ 'Punishment without crime' [https://novayagazeta.ru/articles/2011/04/14/6065]. Replacing the conjunction *и* /i/ 'and' with the preposition *без* /bez/ 'without' (replacing equal components linked by a coordinative connection with a word combination with prepositional government) in the title of F.M. Dostoevsky's novel *Преступление и наказание* /Prestuplenie i nakazanie/ 'Crime and Punishment' partially changed the syntactic model of the name, but did not lead to the formation of the necessary meaning. It can be assumed that an article entitled this way talks about a court case, an unfair sentence, while the publication is devoted to assigning a technical defeat to a football team in a match for breaking the rules. However, in the heading *Преступление за наказание* / Prestuplenie za nakazanie / 'Crime for Punishment' the replacement of the conjunction *и* /i/ 'and' with the preposition *за* /za/ 'for' not only changes the syntactic construction, but

also leads to a violation of cause-effect relationships, which is reflected in the content of the article: an eighth-grader shot his parents from his father's gun after being punished for academic failure [https://iz.ru/news/295458]. Despite the terrible event discussed in the article, we deem such a heading successful, since it reflects the content of the publication.

Transformations of a precedent statement in the heading can also be intonational-graphic and grammatical: *Тварь дрожащая и право имеющий* /Tvar' drozhashchaya i pravo imeyushchii/ 'A trembling creature **and** the one **having** the right" - this heading is an example of the transformation of a statement according to "grammatical alignment": the personal form of the verb *имею* /imeyu/ 'I have' is replaced by a participle, and the disjunctive conjunction is replaced by a copulative one. As a result of such a transformation, two word combinations of an attributive type connected by a coordinative connection are formed. This homogeneity makes it possible to contrast them in meaning, which is what the article is about. The heading is placed in a serious political context of reasoning about the value of human life, about the right to sacrifice the lives of hundreds of people for the elimination of one terrorist [https://echo.msk.ru/blog/nikolay_kofyrin/2240146-echo/].

The **addition of components** (expansion of the composition) in a precedent statement occurs when one or more new components are added to the original unit. It is these components that the main semantic load falls on: *Красота спасёт мир... наружной рекламы* /Krasota spaset mir… naruzhnoi reklamy/ 'Beauty will save the world... **of outdoor advertising**" [https://re-port.ru/press/ krasota_spaset_mir_naruzhnoi_reklamy/].

The phrase *Красота спасёт мир* /Krasota spaset mir/ 'Beauty will save the world' is pronounced in the novel *The Idiot* by F.M. Dostoevsky by different heroes (in the text of the work there is also the variation *Мир спасёт красота* /Mir spaset krasota/ 'It is beauty that will save the world'). As a rule, in speech practice, people understand this expression, which has become an aphorism, in the literal sense, meaning physical beauty. Therefore the phrase has become very popular in the advertising for cosmetics, beauty contests, in the naming of beauty salons (*ООО Красота спасёт мир* - the name of a network of beauty salons; *Красота спасёт мир!* - the slogan of the beauty salon *Lotta*; *Красота спасёт мир, а красоту - правильное питание* /Красота спасёт мир, а красоту - правильное питание/ 'Beauty will save the world, and proper nutrition will beauty' - the advertising slogan of the information campaign to form the priorities of a healthy lifestyle among the population). The example is interesting in that the ellipsis in it is used in the function of a pause before a new component of the statement, thus achieving the effect of surprise, which gives rise to a new meaning, since the word *мир* /mir/ ('world') changes its meaning: $мир_1$ as "everything that really exists on Earth, is manifested in its life" and $мир_2$ as "area, sphere of reality" [3]. This semantic narrowing makes it possible to place the phrase in a mundane context, which is very common in modern advertising (e.g., *Мир обуви*

/Mir obuvi/ 'World of footwear', *Мир кожи и меха* /Mir kozhi i mekha/ 'World of leather and fur', *Красота спасёт мир: креативная бьюти-наружка. Подборка самой креативной наружной рекламы бьюти-брендов* /Krasota spaset mir: kreativnaya b'yuti-naruzhka. Podborka samoi kreativnoi naruzhnoi reklamy b'yuti-brendov/ 'Beauty will save the world: creative outdoor beauty advertising. A selection of the most creative outdoor advertising for beauty brands [https://www.sostav.ru/publication/krasota-spasyot-kreativnaya-byuti-naruzhka-24060.html]; *Красота спасёт мир, или почему реклама в бьюти-блогах выгодна любому бизнесу* /Krasota spaset mir, ili pochemu reklama v b'yuti-blogakh vygodna lyubomu biznesu/ 'Beauty will save the world, or why advertising in beauty blogs is beneficial for any business' [https://blog.webartex.ru/reklama-v-byuti-blogax/].

Precedent statements in media headings are generally one of the ways of expressing the author's assessment of a phenomenon or event, create the illusion of a dialogue between the author and the addressee, often forming a certain public opinion [7], [4]. That is why, as our analysis has shown, modern media discourse often feature headings that contain juxtaposition or opposition: *Красота **не** спасёт мир...* /Krasota **ne** spaset mir.../ 'Beauty will **not** save the world...' [https://www.pravda.ru/science/1142684-kavay/]; ***Простите, Фёдор Михайлович»: никакая* красота *не* спасёт *этот* мир** /Prostite, Fedor Mikhailovich: nikakaya krasota ne spaset etot mir/ 'Sorry, Fedor Mikhailovich: no beauty will save this world/ [https://zen.yandex.ru/media/worldwide_press/]. In the last example, we witness not only an implicit, but also an explicit dialogue.

Truncation of a precedent statement involves omission of one or more of its components: *Тварь ли я дрожащая* /Tvar' li ya drozhashchaya/ 'Am I a trembling creature?' – an article by the journalist and political scientist Maksim Shevchenko about the Breivik phenomenon (named after the Norwegian terrorist who killed several dozen and injured several hundred people). Truncation of the second part of the precedent statement has not changed its semantics, because it is assumed that the addressee has sufficient linguistic competence and knows the quote [10].

Besides, truncation may be accompanied by a change in the modality of the statement or the grammatical form of the predicate, which introduces additional shades of meaning: *Красотою спасёмся?..* /Krasotoyu spasemsya/ 'Will we be saved by beauty?..' [https://foma.ru/krasotoyu-spasemsya.html]; *Тварь дрожащая?* /Tvar' drozhashchaya/ 'A Trembling creature?' [https://www.svoboda.org/a/26962010.html].

Of course, the listed ways of changing precedent statements do not exhaust all cases of transformation, which can appear in a variety of combinations: *Почему и от чего спасёт мир красота?* /Pochemu i ot chego spaset mir krasota/ 'Why and from what will beauty save the world?' [https://rus.stackexchange.com/questions/40353/].

CONCLUSION

The material analyzed shows that texts of Russian classical literature with a world status, in particular those of works by F.M. Dostoevsky, are in big demand in the modern media space, characterized by such an ontological feature as total interdiscursiveness. Its literary component is an important part of the Russian media. This is explained by the peculiarities of the Russian national consciousness, which perceives Russian literature, especially that of the 19th century, as an unquestionable value.

The relevance of precedent statements (as one of the types of precedent phenomena) is explained by their syntactic formedness, completeness and predicativity. Besides, their transformations typically preserve the syntactic structure of the phrase. The most common type of transformation is lexical substitution of varying degrees of complexity, which makes it possible to express a new meaning. In a strong heading position, such a transformed quote will certainly attract attention, performing not only an informative, but also an attractive function. This attraction is not only the result of the play often inherent in headlines. It is axiological, that is, aimed at evaluating people and events. At the same time, the depth of evaluativity depends both on the problematics of the article and on the need of the addressee to indicate his or her position. Often, such transformations become headings of publications on social issues and even of advertising publications, less often of political ones.

The use of precedent statements in the context of general irony or everyday jokes, which is typical for modern media texts, often becomes a means of self-irony and author's self-analysis.

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SPECIFICS OF NATIONALLY-ORIENTED ADVERTISING IN RUSSIA AND CHINA

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ABSTRACT

The article is devoted to a comparative analysis of nationally-oriented advertising in Russia and China. The material used for this article was represented by nationally-oriented advertising texts in Russia and China. The study shows that nationally-oriented advertising is an important type of advertising text which uses a positive image of the country with special geographical conditions and unique cultural and historical traditions. Particular attention is paid to a comparative analysis of similarities and differences in texts of nationally-oriented advertising in China and Russia, which uses a variety of multimodal media to form a positive image of the country and impact on consumers. The nationally-oriented advertising text focuses on the unambiguous interpretation of the national idea, the expression of which is a means of influencing consumers in order to awaken their patriotic feelings. The results of the study made it possible to reveal that despite the similarities, texts of nationally-oriented advertising in Russia and China are also marked by significant differences, which are due to the unique geographical and cultural characteristics of the two countries, as well as the deep originality of the two language systems.

Keywords: *nationally-oriented advertising; multimodality; ethnomarketing; Russia; China*

INTRODUCTION

PROBLEM STATEMENT

The developing digital revolution and information and communication technologies result in the appearance of a new type of text – multimodal text. Its study as that of a heterogeneous semiotic complex is one of the priority areas of modern semiotics [4] and is **relevant** for linguistics. In addition, the **relevance** of this article, which presents a comparative analysis of multimodal advertising texts in Russia and China, is determined by the fact that it involves an unexplored variety of such texts, namely, nationally-oriented advertising (hereinafter referred to as NOA). It is marked by the accumulation of such positive national values of different countries as culture, history, folklore. Therefore the comparative approach is significant from the point of view of intercultural communication and cultural linguistics.

The **object** of analysis in this article is an array of national values of Russia and China which are reflected in the texts of the NOA. The article establishes similarities and differences from the point of view of presenting the country's national and cultural resources for the promotion of a particular product or service in its internal market.

The **aim** of the study is to carry out a comparative analysis of the semiotic complexes of NOA in Russia and China. The study determines the following range of questions and tasks: defining NOA as a type of advertising text, emphasizing its originality; identifying its main thematic varieties (product categories); characterizing NOA as a multimodal complex; differentiating between non-verbal and verbal means and conducting their comparative analysis; and answering the question on the similarities and differences between NOA in Russia and China.

MATERIAL

The research material was constituted by nationally-oriented advertising videos of different product categories broadcast on the central TV channels of Russia and China and functioning on the Internet of both countries (Youtube, Bilibili, CCTV and WeTV).

METHODS

Along with general research methods (comparison, generalization, observation, commenting, etc.), general linguistic and special research methods include traditional methods of lexical-semantic and contextual analysis, multimodal discourse analysis, the method of semantic and pragmatic interpretation of text components, continuous sampling method. Identifying the national and cultural specifics required the use of the linguistic and cultural commenting method, and the comparison of thematic varieties and texts of NOA in Russian and Chinese necessitated the method of comparative analysis.

DISCUSSION

NATIONALLY-ORIENTED ADVERTISING AS A TYPE OF MULTIMODAL ADVERTISING TEXT

The primary goal of advertising created on the basis of discourse intention is to generate demand for certain goods or services, and to achieve this goal, semiotic signs of different modalities are used. Therefore, multimodality is a key feature of modern advertising texts [7].

It is important to note that Russian scholars have traditionally viewed verbal communication as a priority area of research, considering the verbal component of the advertising text as the main influencing force, and the non-verbal

component as complementary to this function [6]. However, we believe that it is effective to consider a modern advertising text in comparative terms if it is regarded as a multimodal complex with a harmonious interaction of both semiotic components.

Nationally-oriented advertising texts are actively used in the Russian and Chinese media space. Such texts should be understood as advertisements in Russian and Chinese aimed at a specific target audience and utilized in the domestic market of the country whose language they use. The focus of nationally-oriented advertising involves the application of national values as the main marketing tools. From this point of view, NOA is one of the varieties of ethno marketing, which is extremely popular all over the world nowadays.

Therefore, NOA is an intentional type of commercial advertising in which the key role is played by the image of the country. It is characterized by a reflection of the historical and cultural heritage of a particular society. It is worth noting that in this type of advertising, nationally-oriented values as well as various kinds of ideologemes are "promoted" easily, since the addressee's attention switches to the evaluation of the promoted product.

Most often, NOA is employed to promote domestic goods that have a direct connection with the national tradition. Example of such a connection are advertisements for certain food products traditional for a particular country, e.g., kvass, vodka, sour cream, croutons for Russia; noodles, Chinese vodka, tea, dumplings for China.

We should also specify that the feeling of patriotism has become one of the main advertising trends in the promotion of certain types of foodstuffs in Russia. In particular, kvass, being a primordially Russian drink, is positioned by marketers as a drink that is an integral part of the history and culture of the Russian people: *"**Age-old** traditions of good health"* (*Russky Dar* – TN: 'Russian gift', a popular Russian brand of kvass) [http://www.textart.ru/baza/slogan/napitki/kvas.html].

"Emotional marketing" is based on empathy and aims to cause an emotional response in the consumer in order to promote products and services. It plays an important role in advertising food products in China. Using different national and cultural elements, the addresser creates a characteristic emotional atmosphere and awakens positive emotions in the addressee, thus contributing to an effective influence on the latter [2]. Many commercials, such as those of Kang Shifu instant noodles, Sanquan dumplings, etc., feature the image of the panda, which is a national treasure and a symbol of China. This image in advertising also creates a comic effect to increase the impact on a potential consumer.

The thematic classification of NOA is based on its varieties that are the most typical of the domestic market of any country: automotive advertising, banking

advertising, travel advertising, mobile network advertising, but first of all, food and drink advertising. We shall only consider two of them in detail – travel and banking advertising. Food and drink advertising has been briefly described above.

THEMATIC VARIETIES OF NOA IN RUSSIA AND CHINA

TRAVEL ADVERTISING

As a rule, in Russian travel advertising, visual components are represented by views of nature, cozy hotels, historic buildings, city attractions, etc. It is these elements in advertising compositions of different cities and regions that create the image of Russia. At the verbal level, the use of cultural and historical ideas about cities predominates, e.g., *Петербург чиновничий* /Peterburg chinovnichij/ 'Bureaucratic Petersburg', *Москва купеческая* / Moskva kupecheskaja/ 'Merchant Moscow' or *Пушкинский Петербург* / Pushkinskij Peterburg/ 'Pushkin Petersburg', *Булгаковская Москва* / Bulgakovskaja Moskva/ 'Bulgakov Moscow'. The verbal level is also marked by various stylistic expressive means: comparisons (*будто игрушечный собор Василия Блаженного* /budto igrushechnyj sobor Vasilija Blazhennogo/ 'the toy-like St. Basil's Cathedral'), epithets (*великие просторы* /velikie prostory/ 'grand expanses', *изысканная архитектура* /izyskannaja arhitektura/ 'exquisite architecture'), metaphorical paraphrases (*колыбель космонавтики* /kolybel' kosmonavtiki/ 'the cradle of cosmonautics' (Kaluga), *знаменитый «карман России»* /znamenityj karman Rossii/ 'the famous "pocket of Russia"' (Nizhny Novgorod)), inversion (*Дикую первозданную природу, опасные вертикальные трассы, старинные заброшенные заводы и первые участки железной дороги хранит на своих просторах древний дедушка Урал* /Dikuju pervozdannuju prirodu, opasnye vertikal'nye trassy, starinnye zabroshennye zavody i pervye uchastki zheleznoj dorogi hranit na svoih prostorah drevnij dedushka Ural/ 'In the great spaces of old grandfather Ural hides wild pristine nature, dangerous vertical tracks, old abandoned factories and the first sections of the railway'),etc.[https://tonkosti.ru/%D0%A0%D0%BE%D1%81%D1%81%D0%B8%D1%8F].

The non-verbal component in Chinese travel advertising receives more attention than the verbal component. The advertising slogan is usually short, but expressive, embellished with various stylistic means – Chinese phraseological units, quotes from poems by Chinese poets, etc. [3]. Thus, the advertisement for the city of Nanchong contains footage of various attractions: the ancient city of Langzhong, the Zhang Lan (a Chinese politician) Memorial Hall, the Zhu De (a Chinese military leader, statesman and politician) Residence Memorial Hall, Mount Xishan, Shenzhong Lake and Lingyun Mountain. At the end, a female voice pronounces the following slogan: 嘉陵江畔最柔美的记忆－南充 'The most tender and beautiful memory on the bank of the Jialing River – Nanchong', which features a poetic metaphor of the city of Nanchong as a place of historical memory.

AUTOMOTIVE ADVERTISING

Automotive advertising is highly metaphorical both at the verbal and non-verbal levels, which has been repeatedly noted by researchers [9]. This can be witnessed in slogans and advertising texts, where the name of the vehicle is perceived to a greater extent as a proper name than as a common noun: it can be associated with both a person and an animal, that is, the impersonation trope is used as an expressive means.

According to D. Sknarev, a "fatherly", "loving" attitude to the consumer, which is primarily expressed in the sense of pride in one's homeland, is uncommon for American marketing, as opposed to Russian marketing [8]. This attitude can be traced in the following slogans: *УАЗ Патриот. Верный. Надежный. Друг* / UAZ Patriot. Vernyj. Nadezhnyj. Drug/ 'UAZ Patriot. True. Reliable. Friend', *Лада. Ключ к дорогам России* /Lada. Kljuch k dorogam Rossii/ 'Lada. The Key to the Russian Roads' (Lada Kalina).

The main component of advertising for China-made cars is represented by the geographical natural realities of China. Demonstration of driving the car in different parts of China, on the one hand, makes it possible to show the beauty of the unique landscape of various regions of China, on the other hand, helps the Chinese car manufacturing company reflect the features of the vehicle. This method is closely related to the ideas of the Chinese philosophy of Taoism, which emphasizes the harmony of man and nature [5]. Thus, in the advertisement for the Chinese car *Red Flag-HS7*, the famous Chinese actor Jin Dong drives the vehicle through various scenic areas of China.

BANKING ADVERTISING

Nationally-oriented advertising for banks in Russia is generally distinguished by a traditional Soviet or pre-revolutionary storyline, which is most likely due to the fact that Russians are accustomed to trusting the "proven past". Consequently, banking advertising is rich in historical reminiscences and precedent texts with History as the source sphere, which makes it possible to attract the addressee's attention and gain his or her trust. Thus, the pre-revolutionary era is often recreated in *Sberbank* commercials with the common slogan *Самое ценное* /Samoe cennoe/ 'The Most valuable', the Soviet era is portrayed in the advertising for *SKB-Bank* with the distinctive precedent slogan *В светлое будущее* /V svetloe budushhee/ 'To the bright future', which is strongly linked to the designation of communism (e.g., in Soviet times, the slogan *Вперед в светлое будущее!* /Vpered v svetloe budushhee/ 'On, to the bright future!' was widespread).

The popularity of nationally-oriented banking advertising is currently related to the political situation and strategy of the Chinese government. The efforts of

banks to gain government support are reflected in the strategies used in their advertising campaigns [1].

For instance, the Agricultural Bank of China commercial tells the following story: two brothers born in a Chinese village chose their own path in life. One prefers to stay in the village, while the other opts for living and working in the city. This is followed by a footage of their life and work: both brothers have achieved success, as they use the services of the Agricultural Bank of China. The video ends with a family feast on the occasion of the Chinese New Year, and the voiceover says: 无论怎样的起点，无论怎样的路，不同的境遇或不同的困难。一起奋斗，一起拼搏，为梦想，为美好生活。精准扶贫，中国农业银行。 'No matter what the start, no matter what the path, there are different situations, different hardships. We work together, we fight together for a dream, for a wonderful life. Unmistakable aid to the poor. Agricultural Bank of China'.

This commercial reflects two important social issues in modern China. The first one is the uneven development of the city and the countryside, the outflow of young people to megacities in search of a better life, which slows down the development of rural areas. The second one is the failure of young people to observe the tradition of celebrating New Year with close relatives due to financial difficulties. The commercial shows how the Agricultural Bank of China takes care of its customers and helps in solving all problems.

CONCLUSION

The presented general analysis of NOA and some of its varieties in Russia and China shows that NOA influences the formation of an integral positive image of the country. Appealing to the patriotic feelings of the target audience through the interaction of verbal and non-verbal means as part of multimodal advertising complexes, this commercial advertising certainly performs its main function – the influencing function.

Nationally-oriented advertising texts of different thematic varieties in Russia and China show similarities. In travel advertising in Russia and China, the main method of conveying in-formation is the visual component. As a rule, it involves demonstration of beauties of nature, hotels, historical sights. The verbal text is rich in stylistic means of expressing positive emotions. In Russian automotive advertising, the patriotic idea is associated with the goal of promoting a domestic vehicle, the purchase of which is a sign of patriotism, while in China this idea is not directly positioned.

Historical reminiscences prevail in Russian banking NOA, while in the Chinese equivalent more attention is paid to various government strategies and policies.

A comparative analysis makes it possible to better understand the universal and idioethnic features of NOA as a type of commercial ethno advertising, which determines the relevance of such a study for advertology and marketing linguistics.

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STATISTICAL ANALYSIS
OF RUSSIAN MULTIWORD PREPOSITIONS

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ABSTRACT

This paper is part of a larger study that aims to create the first quantitative grammar of the Russian prepositional system. The present study deals with Russian secondary multiword prepositions. Prepositions are a heterogeneous class consisting of a small group of about 25 primary prepositions and hundreds of secondary ones, the latter being motivated by content words (nouns, adverbs, verbs), which may be combined with primary prepositions to form multiword prepositions (MWPs). A strict division between secondary multiword prepositions and equivalent free word combinations is not specified. This is a task for a special corpus-based research.

Prepositions are characterized as function words used to express various relationships between main and dependent members of a phrase. The difficulty is that relations expressed by prepositions are multi-sided, grammatical and lexical. Primary prepositions are said to have no real lexical meaning. It is not quite true as regards primary prepositions and even more so for secondary ones. Prepositions express semantic relations between words, and their meanings directly correspond to these relations.

Multiword prepositions perform the grammatical function of a preposition in a certain position of a syntactic structure in some contexts and can be a free combination in others. This paper is devoted to the statistical analysis of the use of multiword prepositions in corpora. The features of multiword prepositions in the function of a preposition are described. Statistical data on the ratio of the use of individual multiword expressions as prepositional units and as free combinations are provided.

Keywords: *Russian language, secondary prepositions, multiword prepositions, corpus statistics*

INTRODUCTION

Multiword units in Russian, like in many other languages, are an integral part of the lexicon. They are made up of various parts of speech including prepositions. Multiword prepositions (MWPs) make up a large part of secondary prepositions. Their structural models vary, but in most cases they include a simple adposition.

While much research has been dedicated to primary prepositions, the same cannot be said about secondary prepositions, many of which are multiword expressions. We have yet to obtain an exhaustive list of the elements of this set. The reason for that lies partly in the lack of close attention to these units and partly in their complex nature. The same words and word units may perform as prepositions as well as other parts of speech or free combinations (e.g. (in Rus.) *вокруг* 'around', *накануне* 'on the eve of', *относительно* 'relative to', *снаружи* 'outside', *в форме* 'in the form of', *исключая* 'excluding', *что до* 'as for'). As a rule, the distinction between these ambiguous entities is outlined neither in grammars nor in dictionaries.

Perhaps the most well-defined inventory of Russian secondary prepositions can be found in the "Russian Grammar" [1]. The description of the subclass of secondary prepositions is given according to the part of speech they derive from (nominal, adverbial, verbal) and their structural type (simple and complex); a list of secondary prepositions along with their case government is presented after the description of each subtype. No common list of secondary prepositions is provided, however; neither is it implied that the preposition lists are exhaustive. Rather the opposite: it is noted in the "Russian Grammar" that a lot of the units listed are entities of uncertain part-of-speech status due to their preserved ability to include determiners and combine selectively with the other parts of the potential prepositional phrase [1]. As a result, the lists provided in the source cited are to be regarded as mere examples of different subtypes of secondary prepositions. The "Explanatory Dictionary of Functional Parts of Speech of the Russian Language" [2], another work touching on the subject, contains only 199 MWPs. Even fewer - just 157 - are found in the more relevant to the topic of multi-word units "Explanatory Dictionary of Combinations Equivalent to a Word" [3].

MATERIALS AND METHODS

Based on a number of linguistic sources we have compiled a table of Russian prepositions totalling 740 entries (including variations). Naturally, the degree of "prepositionality" of these entities varies. The contents of this table were used as the base material of our study.

Analysis of our preposition index allows us to discern the core and the periphery of the Russian prepositional system. The core is made up of primary prepositions and some secondary ones that have been identified as prepositions in most of the sources used. For instance, word combinations *в соответствии с* 'in accordance with', *независимо от* 'independent of', *судя по* 'judging by' are listed as prepositions in all of the studied sources. Some word combinations are recognised as prepositional units only in a few sources, e.g. *в защиту* 'in defence of' (see [4]), *без разрешения* 'without permission of' ([3]), *за рамки* 'beyond the scope of' ([2]), *вверх по* 'up' ([4], [5]), *во исполнение* 'in pursuance of' ([2], [6]), etc.

However, the core and the periphery of the Russian prepositional system can be identified on other grounds as well, namely through statistical analysis. It has already been mentioned that the same word combinations may be free or perform the functions of MWPs. The question is, how often either of these states occur.

In this article we propose the methodology of a study the overarching aim of which is to provide a systematic statistical description of Russian multiword prepositions, which, as we hope, will broaden the traditionally narrow definition of the preposition.

THEORY: CHARACTERISTIC FEATURES OF MULTIWORD PREPOSITIONS

As we have already mentioned, prepositional multiword entities do not *always* function unambiguously as MWPs, but rather do so *sometimes*. Those units whose prepositional function is their dominant one can be regarded as the core elements of the multiword preposition subclass. In order to define its borders we have formulated the main characteristic features of multiword prepositions.

- MWP performs the grammatical function of a preposition in a certain syntactic position as part of a prepositional phrase; that is, it governs a noun or a nominalised word (sometimes an infinitive).
- MWP inherits the semantics of the notion word (noun, verb); it derives from as well as its valency (*на основе* 'on the grounds of' – *основа чего? 'the grounds of what?'; в зависимости от* 'depending on' – *зависеть от чего? 'to depend on what?'; с целью* 'with the aim to' – *цель что сделать? 'aim to do what?'*).
- As a rule, it contains one or two primary prepositions.
- Its nominal components tend to have abstract semantics.
- It has a relatively high frequency among multiword units of the same structural type.
- It is idiomatised, i.e. its nominal component loses its lexical meaning to an extent (which is why MWPs are sometimes called "prepositional idioms").
- The grammatical number of the noun cannot be changed (it is either singular or plural).
- It has a primary preposition as a synonym.
- In most cases, it does not allow for insertion or separation (as a rule, the noun cannot have a possessive or adjectival determiner).
- All of these features are characterised by significant statistical regularity.

This paper deals with the features that lend themselves to statistical description and analysis on corpus material. The results presented in this article have been acquired on the Araneum Russicum III Maius corpus (1.25 billion tokens) created by Vladimír Benko of Comenius University in Bratislava,

Slovakia (www.unesco.uniba.sk). Those features that are more lexically or semantically inclined are subject to future qualitative and quantitative studies.

RESULTS AND DISCUSSIONS

Structure of Multiword Prepositions

Something of interest is the structure of MWPs and their components. These are primary prepositions *(в 'in', с 'with')*, nouns *(помощь 'help', лицо 'face')*, adverbs *(отдельно 'separate', неподалёку 'not far away')*, gerunds *(смотря 'looking', считая 'counting')*, numerals *(один 'one')*, loan words *(а-ля 'à la', пандан 'pendant')*, pronouns *(то 'that', что 'what')*, particles *(не 'not')*, conjunctions *(и 'and')*.

Usually MWPs come in the form of bigrams and trigrams whose structure can be denoted as Prep+N, Prep+N+Prep and Adv+Prep, where Prep stands for preposition, N for noun, Adv for adverb. On some occasions these units do allow for separation or insertion of a determiner.

The most common MWP components are the primary prepositions *в* (156 entries), *на* (58), *по* (58), *с* (52), *от* (38), *под* (33) and some others. The most commonly occurring nouns are *начало 'beginning'* (in 8 MWPs), *путь 'way', предел 'limit', граница 'border'* (7), *сторона 'side', рамка 'frame', направление 'direction', лицо 'face'* (6), *имя 'name'* (5). Most of these words carry the semantics of spatiality or abstraction. The abstract semantics of the notional components of MWPs warrants their broad combinability with various semantic classes of governing and dependent members of a prepositional phrase. We might even go so far as to suggest that the prevalence of words with spatial semantics in MWPs reflects the general extralinguistic reality of the semantic structure of the language. Partial proof of that is the prevalence of the preposition *в* (*'in'*) among MWP components.

We have also observed the frequencies of MWPs and their components (Table 1). We have compared the frequency counts of nouns found in two or more MWPs to the total frequency counts of all MWPs containing these nouns. The table shows those items whose MWP use amounts to or exceeds a quarter of all usage cases.

Table 1. Frequency counts of nouns found in MWPs, ipm

Base word	MWPs	Base word ipm	As MWP component	% of MWP use
довершение	в довершение, к довершению	0.63	0.61	97
неимение	за неимением, по неимению	1.49	1.36	91
рамка	в рамках, в рамки, вне рамок, за рамками, за рамки, из рамок	204.30	175.84	86
зависимость	в зависимости от(о), вне зависимости от(о)	171.10	126.68	74
сравнение	в сравнении с(о), в сравненье с(о), по сравнении с(о), по сравнению с(о)	118.10	82.50	70
предел	в пределах, в пределы, вне пределов, за пределами, за пределы, из пределов, из-за пределов, на пределе	113.3	75.08	66
рубеж	за рубеж, за рубежом	43,00	25.95	60
счет	в счет, за счет, на счету	303,00	175.05	58
ход	в ходе, по ходу	186.70	108.05	58
помощь	без помощи, при помощи, с помощью	611.40	332.12	54
середина	в середине, к середине	64.6	33.5	52
честь	в честь, к чести	55.8	29.18	52
конец	в конце, к концу, под конец	355,00	161.3	45
начало	в начале, к началу, на начало, перед началом, под начало, под началом, с начала, с началом	363.30	142.90	39
сфера	в сфере, вне сферы	209.50	75.98	36
адрес	в адрес, по адресу	157.90	51.35	33
сторона	в стороне, в стороне от(о), в сторону, в сторону от(о), на стороне, со стороны	550.60	158.14	29

As indicated in the table, for many of the nouns (e.g. *зависимость, счет, сравнение, помощь)* over a half of all usage cases are as part of a prepositional unit. Some words (*довершение, неимение, рамка*) are used almost exclusively as MWP components.

Statistics of Multiword Prepositions in Russian Vocabulary

Another point of interest is the general statistics of all MWPs included in our list (Table 2). As the entire frequency list is too long, only the top part is provided below.

Table 2. Top-20 most common MWPs

Rank	MWP	Frequency, ipm
1	во время *('during')*	268.24
2	с помощью *('with the help of')*	240.18
3	в качестве *('as')*	215.43
4	в течение *('over the course of')*	207.66
5	в результате *('as a result')*	173.78
6	в случае *('in the event of')*	172.00
7	вместе с *('along with')*	168.60
8	в рамках *('as part of')*	166.10
9	в виде *('in the form of')*	143.83
10	несмотря на *('despite')*	133.40
11	в области *('in the area of')*	132.66
12	в конце *('at the end of')*	129.62
13	в соответствии с *('in accordance with')*	127.55
14	в связи с *('due to')*	114.63
15	в зависимости от *('depending on')*	111.62
16	за счет *('by virtue of')*	111.12
17	на основе *('based on')*	105.38
18	в ходе *('in the course of')*	97.83
19	в мире *('in the realm of')*	97.71
20	в процессе *('in the act of')*	94.63

The relative frequency counts of about 90 MWPs range from 20 to 270, which is comparable to the frequencies of many Russian notion words; 21 have frequency counts exceeding 90. For instance, we find such common vocabulary words as *положение 'position'* (ipm 268.2, ranked 390 out of 20000), *красный 'red'* (ipm 240.5, ranked 442), *принимать 'to accept'* (ipm 207.7, 521), *врач 'doctor'* (ipm 173.1, 653), *уметь 'to be able to'* (ipm 172.5, 657) and some others in the same frequency range in the Frequency Dictionary of the Modern Russian Language [7].

As we can see, a lot of MWPs share frequencies with common vocabulary words, the most commonly used MWPs being found in the top frequency stratum of the Russian lexicon. In addition to that, frequency counts of some MWPs are comparable to those of some primary prepositions (*над, между, из-за, перед, про*) or even exceed them (*из-под, по-над, по-за*). This fact signifies that MWPs are regular and essential elements of the Russian syntactic sentence structure.

Place of Multiword Preposition in Russian Ngram Vocabulary

If we take frequency counts of units made up of 2 and 3 words following the structural patterns of Prep+N, Prep+N+Prep and Adv+Prep and mark those entries that are found on our MWP list, we will see that the top part of these frequency lists (25 most common ngrams) is comprised mostly of MWPs (Table 3).

Table 3. Top-25 of the most frequently observed constructions, ipm (non-MWP entities are greyed out)

Rank	Prep + N	Freq.	Prep + N + Prep	Freq.	Adv + Prep	Freq.
1	во время	268.24	в соответствии с	127.55	вместе с	168.6
2	с помощью	240.18	в связи с	114.63	уже в	67.00
3	в качестве	215.43	в зависимости от	111.62	рядом с	61.10
4	в течение	207.66	по сравнению с	64.90	еще в	68.9
5	в России	194.70	в отличие от	57.96	совместно с	40.35
6	в результате	173.78	по отношению к	39.44	независимо от	37.24
7	в случае	172.15	в сочетании с	18.80	наряду с	29.30
8	в рамках	166.10	вне зависимости от	15.06	вплоть до	28.99
9	в соответствии	144.10	в соответствии с/со	14.34	сегодня в	27.30
10	в виде	143.83	со ссылкой на	13.59	особенно в	27.20
11	в области	132.66	в сравнении с	13.01	уже на	26.90
12	в конце	129.62	во главе с	12.76	сразу после	25.30
13	на сайте	125.50	в период с	12.60	можно в	24.20
14	на территории	121.50	в случае с	12,00	специально для	22.80
15	в связи	121.10	в ответ на	11.35	недалеко от	18.57
16	в Москве	121,00	по уходу за	11.10	вместе со	17.67
17	в целом	114.50	по состоянию на	11,00	можно с	16.80
18	в зависимости	112.80	для участия в	10.80	еще на	19.30
19	за счет	111.12	в борьбе с	10,00	уже через	15.50
20	в частности	104.40	для работы с	9.90	еще до	18.60
21	в мире	97.71	по работе с	9.60	примерно в	15.20
22	со стороны	93.84	в возрасте от	8.60	прямо на	18.10
23	в день	89.10	при работе с	8.10	уже с	14.50
24	в начале	87.13	на участие в	7.90	вслед за	14.32
25	к сожалению	83.80	на пути к	7.66	одновременно с	14.06

The table shows that MWPs are found in the upper zone of frequency lists of constructions with the same part-of-speech structure. Namely, out of 25 of the

most commonly used word combinations following the Prep+N and Prep+N+Prep patterns 14 units are found in our MWP list, as well as 10 out of 25 word combinations of the Adv+Prep type.

The figures demonstrate not only a high degree of use of MWPs but also the strength of the bond between their elements, which allows us to regard these word combinations as actual units with common features stemming from the unique aspects of their structure and function.

Ambivalent Nature of Multiword Prepositions

In order to detect the most regularly occurring combinations in the function of a preposition we have conducted a frequency analysis of a number of potential MWPs on corpus material. For this purpose a random sample of 100 contexts (or fewer in the case of low frequency units) was selected from the corpus data for each of the prepositional units under study. The samples were then examined by hand to determine the proportion of free versus prepositional uses of these entities among the selected contexts.

A few of the units in question were found to be used exclusively as MWPs. For instance, the prepositional combinations *в виде 'in the form/shape of', по сравнению с 'compared to', через посредство 'by dint of'* were used in the function of a preposition in all observed contexts (*«фигурки **в виде** кораблей и якорей» 'figurines **in the shape of** ships'; «меньше **по сравнению с** 2009 годом» 'less **compared to** 2009'; «защитить **через посредство** насилия» 'to defend **by dint of** force').* In this case we can make the claim that these units belong to the core of the MWP subclass with a reasonable degree of certainty.

The proportion of prepositional and free uses of a sizeable number of entities proved to be less straightforward. As such, *смотря по 'judging by'* was used as a preposition in over 90% of the contexts (91 out of 100); *по части 'in terms of'* in almost two thirds (68 из 100), and *что до 'as for'* in only one quarter (18 out of 100) of its sample.

In some cases qualitative analysis by hand led to the discovery of prepositions that had not been listed in any other source. For one, the sample of 20 contexts containing the low-frequency combination *в пандан 'as a complement'* contained 3 instances of non-prepositional usage (*«**в пандан** заметил» 'noted **as a complement'*) and 17 cases of MWP occurrences, out of which only 6 were in the original form of the preposition (*«**в пандан** этим работам <...> создала» 'created <...> **as a complement to** those works'*), 1 was located in the postposition (*«ему **в пандан** вторил» 'was echoing him **as a complement'),* 8 of the contexts included the variation *в пандан к/ко 'as a complement to'* (*«Второе предисловие **в пандан к** первому» 'second foreword **as a complement to** the first one'*) and 2 contexts revealed a yet to be catalogued variation *в пандан с/со 'as a complement with'* (*«Ресницы **в пандан с** ежами и хип-хопом» 'eyelashes

as a complement with the sea urchins and hip-hop'). Such examples demonstrate the value of corpus studies in tasks dealing with nomenclature and status definition of composite entities.

The results acquired in the current study will aid in the refinement and improvement of theoretical descriptions of the Russian prepositional system by supplying them with statistical data. At the same time, the data itself can be used in stochastic syntax models.

CONCLUSION

The current paper deals with the complex aspects of the multiword preposition (MWP) subclass. It is demonstrated that MWPs as a class are widely represented in Russian. Characteristic features of MWPs as multiword units are described. The ambivalent nature of their use is discussed. These units may perform as prepositional entities with particular grammatical semantics or manifest as free combinations in which each word has its own meaning and syntactic function. Statistical data on the proportion of prepositional and free use of multiword units in a corpus are provided.

The data presented signify that MWPs are a large and diverse subclass that is nonetheless characterised by a number of common features and, therefore, lends itself to description, definition and measurement. The experiments described in this paper are exploratory in nature but will be calibrated and conducted further with the purpose of acquiring the first comprehensive description of the subclass in question.

Further stages of our research include acquisition of statistical data on the entirety of the MWP subclass. Clusters of conditional synonymy between primary and secondary prepositions will be defined. Preposition stranding and the separability of the components of a multiword preposition are to be described. The latter is of significant importance to sentence structure representation in automated syntactic and semantic analysis. An additional task is the description of prepositional use in fixed phrases and idioms.

ACKNOWLEDGEMENTS

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THE USE OF LOCATIVE DEIXIS FROM A COGNITVE-LINGUISTIC PERSPECTIVE: A CROSS-CULTURAL MULTIMODAL ANALYSIS

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ABSTRACT

For structuring spatial relations, Brazilian Portuguese has four basic deictic forms: "aqui" (nearer to the speaker), "aí" (nearer to the addressee), "ali" (near to both speaker and addressee), and "lá" (distal from both speaker and addressee), whereas American English has a two-way distinction, linguistically expressed by "here" (near to the speaker) and "there" (distal from both the speaker and the hearer). Considering these differences, we aim at investigating how manual gestures operate along with speech, to point out to referents both located in the immediate interactional scene, the Ground [1], and projected in a non-immediate scene, narrated by the speaker. To do so, we collected 60 videos [2], 10 for each deictic, from late-night talk shows broadcasted in Brazilian, as well as in American TV broadcasts. As we carried out a gestural form and function analysis, the Linguistic Annotation System for Gestures [3], was adopted, which provided categorization tools to describe and analyze the verbo-gestural compounds encompassing locative deictic expressions both in American English and in Brazilian Portuguese. Results from both languages data samples support the hypothesis that the most frequent gestures that go along with the verbally uttered deictic expression is the pointing gesture. However, Brazilian Portuguese speakers predominantly use Pointing with Index Finger, associated to more prototypical deictic uses [4]. On the other hand, American English speakers mostly use Pointing with Open Hand, which is more associated to abstract ideas related to the conversational topic [4]. Considering gesture functions, it was also supported the hypothesis that referential function was predominant in both data samples. However, when the referential function was divided into concrete and abstract, Brazilian Portuguese shows a predominance of abstract deictic [5] uses, locating objects or entities in the imagined narrative scene. American English shows a predominance of concrete referential uses, locating objects or entities on the immediate scene. Finally, when the use of the verbo-gestural compounds is related to the ICM of Deixis [6], the comparison between Brazilian Portuguese and American English datasets indicates a cognitive resemblance between both languages, even though the deictic spatial relations are linguistically established in different ways on the same discursive genre.

Keywords: *Locative deixis, Gesture Studies, Cross-cultural analysis, Late-night TV talk shows*

INTRODUCTION

The use of deictic expressions demonstrates the embedding of cultural concepts in language. Experiential and cognitive approaches [7], [8] to deixis have shown that some generalizations are missed out if only reference to the speech event is considered, as proposed by traditional approaches about deixis. In line with experiential and cognitive approaches, this paper aims at investigating how deictic expressions can be analyzed cross-culturally by comparing two unrelated languages: Brazilian Portuguese and American English. It is shown that, for structuring spatial relations, Brazilian Portuguese has four basic deictic forms - "aqui" (nearer the speaker), "aí" (nearer the addressee), "ali" (near both the speaker and the addressee) and "lá" (distal from both the speaker and the addressee) –, whereas American English (as well as other varieties of the English language) has a two-way distinction, linguistically expressed by "here" (near the speaker) and "there" (either distal from both the speaker and the hearer or distal from the speaker, but near the addressee).

Considering these differences, we particularly aim at demonstrating how these uses can be interrelated in terms of the Idealized Cognitive Model of Deixis [6], by using verbo-gestural data. More specifically, we describe how manual gestures operate along with speech, to point out to referents both present in the immediate interactional scene – the Ground [1], and projected in a non-immediate scene narrated by the speaker. The paper is organized as follows: in the next section, we present the research question and hypotheses. Secondly, the deixis phenomenon from a cognitive-linguistic view, as an Idealized Cognitive Model – c.f. [6], [7]. After that, we describe the methodology, presenting our data samples [2] for both languages, composed by 60 videos retrieved from American and Brazilian TV late-night talk shows. The parameters of the Linguistic Annotation System for Gestures (LASG) are also described [2], regarding both gestural forms and functions. Finally, we present the comparative results of gestural forms and functions, relating the discussion of these results to our hypotheses.

RESEARCH QUESTION AND HYPOTHSES

In order to investigate if the same correlations between speech and gesture can be found in Brazilian Portuguese and American English in our cross-linguistic data analysis, our research question is:

Comparing Brazilian Portuguese and American English data samples, which are the prevalent manual gestures that can operate along with speech to point out to locative deictic referents in both languages?

Given the assumption that cognition is embodied [8] and that gesture depictions can embody lexical and grammatical categories [9], this research question leads to the following hypotheses:

1. Pointing gestures are the most frequent gestures that go along with the uttered locative deictic in both languages.
2. The referential function (in gestures) is the most common one.

These hypotheses will be tested in a data-driven collection and its subsequent analysis.

THORETICAL BACKGROUND

As for describing the deictic structure, Marmaridou [3] proposes that the Idealized Cognitive Model (ICM) of Deixis involves the linguistic act of pointing to an entity, performed by an authorized speaker (the deictic center), and directed to an unfocused addressee. In multimodal contexts, deictic expressions are usually associated with pointing gestures, since these are the 'non-linguistic actions' that build up a referential inter-relation between the utterance and its spatial-temporal circumstances of occurrence [10]. Specifically regarding the act of pointing, Kendon [5] states that "[p]ointing gestures are regarded as indicating an object, a location or a direction, which is discovered by projecting a straight line from the farthest point of the body part that has been extended outward, into the space that extends beyond the speaker". As remarked by Ferrari [1], if a particular linguistic item fits this ICM perfectly well, it is a prototypical member of the deictic category. The prototypical deictic meanings are illustrated below [1]:
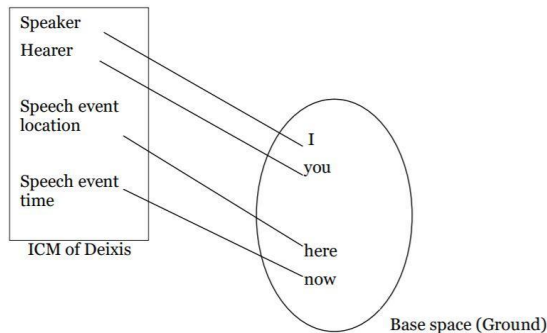
Figure 1 – Prototypical deictic meanings

As shown in Figure 1, the ICM of Deixis includes the main elements of the speech event: speaker, hearer, location, and time. These roles are normally mapped onto prototypical uses of *I, you, here,* and *now*, respectively. So, if someone arises at someone else's home and says " I am here now", the utterance matches the ICM of Deixis perfectly well, since "I" refers to the current speaker, "here" refers to the addressee's home, and "now" refers to the moment in which the utterance is produced. Therefore, the prototypical uses of locative deictics correspond to the interactants located on the Ground Space, in which the "here-and-now" of what is being uttered is established. However, if the speaker is in a line at the supermarket and says: "You must have patience to wait for the results",

the use of "you" fits less well the ICM of Deixis, since it doesn't refer only to the addressee, but also includes the speaker and other people who are in line. Therefore, this second use is less prototypical.

MATERIAL AND METHODS

For our data collection, we selected 60 videos – 10 for each deictic – retrieved from American and Brazilian late-night talk shows, stored at the *Distributed Little Red Hen Lab* [2] a multimodal big database containing recordings of TV news and, among other broadcasts, some late-night TV talk shows broadcasted in many languages and countries all over the world. Late-night talk shows can be considered as a "semi-institutional" discourse, since there is a hybridity between some established conventions of public broadcasting, and, at the same time, the informality of a public/private conversation encounter established between the host and the guest. This allows more spontaneous interventions, as well as unpredictable outcomes [11].

To perform the gestural form and function analysis, we followed the Linguistic Annotation System for Gesture [2] procedures: at first, in order not to be biased by the speech content, the sound of the video was turned off and the gesture stroke form was identified. The gestural forms were also identified, according to the four parameters established to identify a sign in Sign Languages: handshape, palm orientation, movement and position in the space. Next, the sound was turned on and, after the orthographic transcription was made, gesture modes of representation were categorized. There are four iconic Gesture Modes of Representation: enacting, in which the hands move in such a way that they represent engagement in a functional act, often one involving manipulating something; embodying, in which the hand stands for the entity or object it represents; drawing, in which the tips trace a form being depicted; and holding/ molding, in which the hands shape a 3D object. Finally, manual gestures were analyzed along with the linguistic context they co-occurred with, and the gestural functions were identified. There are three functions: referential, which depict concrete objects or abstract entities, ideas, relations, or actions; pragmatic, which depict a speech act; and discursive, which emphasize or mark a metacommunicative function of a whole part of discourse.

RESULTS AND DISCUSSION

At first, we will present results related to our first hypothesis, which states that pointing gestures are the most frequent gestures that go along with the uttered locative deictic in both languages. As descriptive statistics demonstrates, Pointing Gestures are, indeed, the predominant gesture form, corresponding to 68% and 84% of the overall forms in Brazilian Portuguese and in American English, respectively. As to the specific type of Pointing, Brazilian Portuguese shows a slight predominance of Pointing with the Index Finger [5], corresponding to 35%

of the occurrences, followed by Pointing with the Open Hand [5], with 34%. As for American English, there is an equal prominence of 42% of the occurrences in both Pointing with the Open Hand (21%) and Pointing with the Index Finger (21%). In both cases, the gestures were performed with variable palm orientations.

It is worth mentioning that, from a multimodal perspective, Kendon [5] observed that the combinations with the Index Finger are usually associated with deictic words – especially with spatial deictics –, while the combinations with the Open Hand are less frequently associated with deictic words, as this handshape is frequently indicating the conversational topic or something (usually the exemplary of a category or the location of an activity) related to that topic and, for that reason, should be regarded with attention. As predicted by Kendon [5], Pointing with the Index Finger is used when speakers are locating a specific entity or object in the immediate visible scene, such as the physical location shown by the speaker in Figure 2, retrieved from "The Tonight Show starring Jimmy Fallon" [2]:

My friend, David Spade, **right there**.

Palm-away Index Finger (PAIF)

Figure 2: Pointing with the Index Finger to the actor in the immediate scene

In both languages, Pointing with the Open Hand, as predicted by Kendon [5] as well, is used when speakers are presenting a specific entity or object. Nevertheless, the primary topic is not the object or entity itself, but something linked to the topic. In Figure 3 below, retrieved from "Altas Horas" (Late Hours) TV show [2] the speaker metaphorically refers to the location of health problems in Brazil.

Quando eles [os problemas de saúde do Brasil] estão **ali**, é porque todo o resto faltou.

When they [health problems in Brazil] are **there**, that's because all the rest failed.

Figure 3: Pointing with the Open Hand (Prone palm)

Considering this study's first hypothesis, for both languages, pointing was shown to be the predominant gestural form in utterances with locative deictic

terms in American English and in Brazilian Portuguese. Regarding the datasets of both languages, our first hypothesis is completely supported by the Brazilian Portuguese and the American English data analysis, since there is a predominance of pointing gestures with the uttered locatives. Nevertheless, there is a slight qualitative difference regarding the type of pointing gestures that occur mostly in both languages: in Brazilian Portuguese, there is a slight predominance of Pointing with the Index Finger [5], followed by Pointing with the Open Hand [5]. In English, though, the proportion is the same for both types of pointing gestures.

This study's second hypothesis, in which we established that the predominant gestural function would be referential, is supported by our findings. The referential function corresponds to 87% of Brazilian Portuguese and 90% of American English data. Both results show that the referential gesture function is the predominant one, corresponding to 75% and 73% of the overall functions in Brazilian Portuguese and in American English, respectively. Nevertheless, when the referential function was divided into concrete and abstract, Brazilian Portuguese shows a predominance of abstract referential function (44%), whereas American English shows a predominance of concrete referential function (47%). In order to illustrate the difference between what was considered concrete and what was considered abstract referents, and to illustrate pragmatic and discursive functions, the following samples can be observed:

We're **here** with the one and only Kobe Bryant.

Pointing with the thumb (THUMB)

Figure 4: Referential gesture (concrete referent)

The first type of referential gesture (Figure 4), retrieved from "Eyewitness News" [2], illustrates cases structured by the ICM of Deixis [3]: the speaker is the deictic center, and points to a concrete entity, in this case, to the player, located in the immediate scene, right next to the reporter.

I haven't been over there [at the narrated place], but I have a friend that actually has. In fact, she used to work **over there**.

Palm-vertical index finger (PVIF)

Figure 5 - Referential gesture (abstract referents)

The second type of referential gesture (Figure 5), retrieved from "The Tonight Show starring Jimmy Fallon" [2] illustrates a case of abstract deixis [5], since the female friend, reported as a character, as well as the location she used to work, are not located in the immediate scene, but in the imagine scene created by his narrative.

Pragmatic gestures can be illustrated by iterative gestures [12]:

E agora ele tá **aí** (1) **se expondo** (2), **fez rede social** (3), **Twitter** (4) [...]

And now he's **there** (1) **exposing himself** (2), **logging in social media** (3), **Twitter** (4) [...]

Cyclic gesture (Enacting Mode of Representation)

Figure 6 - Pragmatic gesture

In Figure 6, retrieved from "Altas Horas" (Late Hours) TV show [2], the gesture repetition of cyclic gestures, marked in the description with numbers that represent the same stroke performed over and over, performs the pragmatic function of enumerating a list of actions carried out by a specific character in the guest's narrative. In this case, iteration is not only related to enumeration, but also associated to the speaker's negative assessment of the character's actions reported on his narrative.

In most cases, discursive gestures can be related to the structure of the narrative itself:

And **here's** what she did.

Palm-away index finger (PAIF)

Figure 7 - Discursive gesture

In Figure 7, retrieved from "Entertainment Tonight" [2], the speaker uses the deictic expression "and here's [what she did]" to demarcate the next narrative

sequence on the her discourse. Although the expression conserve traces of the prototypical locative, related to the spatial cognitive domain, they are used to demarcate the time in cognitive domain unfolding. The expression thus constitutes a metaphorized use of the locative deictic expression.

These results partially support the second hypothesis, which established that the referential function performed by the gestures would be the most common one, linked with referents located in the immediate scene. It is shown that the referential gesture function is the predominant one both in Brazilian Portuguese and in American English. Nevertheless, only American English shows a predominance of concrete referential function, as predicted. It may be the case, however, that the predominance of the abstract referential function in the Brazilian Portuguese corpus, which is mostly based on narratives made by talk-show hosts or participants, demonstrates the occurrence of more abstract topics in this kind of context, whereas American English data involve more locally situated references, as the hosts are presenting people physically present in the actual scenes or even granting the turn take to them.

CONCLUSION

Locative deictic compounds are activated online in language use, demonstrating how to do things with words, (Austin [13]), and gestures; this activation goes from drawing a referent mentioned on the discourse to demarcating the start of a narrative sequence. Relating the use of the verbo-gestural compounds with the ICM of Deixis [3], the comparison between Brazilian Portuguese and American English datasets indicates a cognitive resemblance between both languages, even though the deictic spatial relations are linguistically established in different ways. The slight qualitative difference regarding Pointing Gestures use in both languages shows that while both depart from the same cognitive basis for relating pointing gestures to locative deictics, there may be cultural differences motivating the specific choice of handshape for pointing. In the same way, local context uses of deictic referents can motivate the differences between the two languages. Brazilian Portuguese data emphasize the informal public/ private conversations that characterizes the late-night talk show genre, whereas American English data emphasize the genre's institutional conventionalized features, such as presenting the host or granting the turn take to him/her.
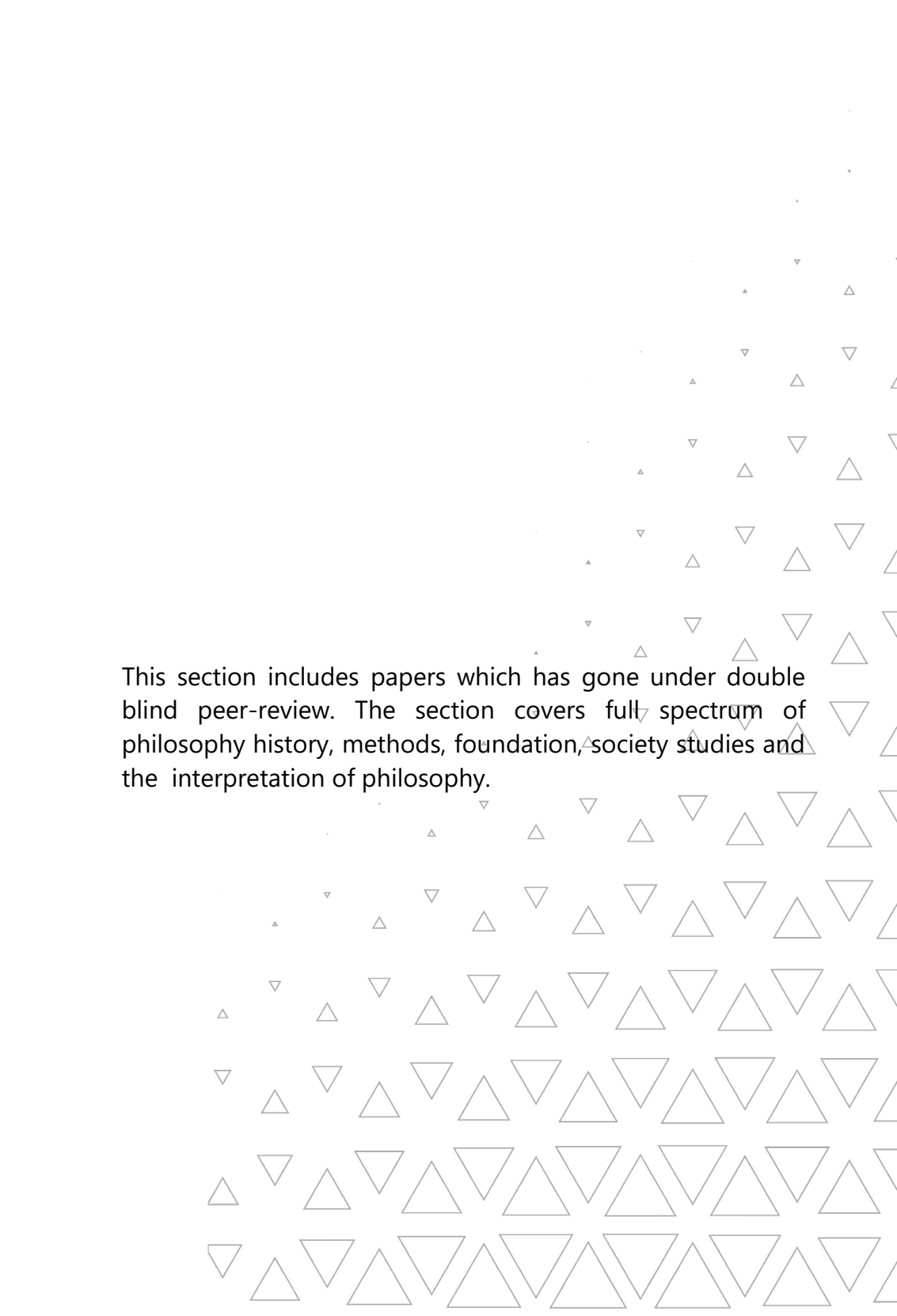
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Section

PHILOSOPHY

This section includes papers which has gone under double blind peer-review. The section covers full spectrum of philosophy history, methods, foundation, society studies and the interpretation of philosophy.

THE SENSE OF EXILE IN CONTEMPORARY EAST CENTRAL EUROPEAN WOMEN'S LIFE WRITING: DUBRAVKA UGREŠIČ AND MARGITA GŪTMANE

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ABSTRACT

Exile is one of the central motifs of the 20th century European culture and literature; it is closely related to the historical events throughout this century and especially those related to World War II. In the culture of East Central Europe, the phenomenon of exile has been greatly determined by the context of socialism and post-socialist transformations that caused several waves of emigration from this part of Europe to the West or other parts of the world. It is interesting to compare cultures of East Central Europe, the historical situations of which both during World War II and after the collapse of socialism were different, e.g. Latvian and ex-Yugoslavian ones. In Latvia, exile is basically related to the emigration of a great part of the population in the 1940s and the issue of their possible return to the renewed Republic of Latvia in the early 1990s, whereas the countries of the former Yugoslavia experienced a new wave of emigration as a result of the Balkan War in the 1990s.

Exile has been regarded by a great number of the 20th century philosophers, theorists, and scholars of diverse branches of studies. An important aspect of this complex phenomenon has been studied by psychoanalytical theorists. According to the French poststructuralist feminist theorist Julia Kristeva, the state of exile as a socio-cultural phenomenon reflects the inner schisms of subjectivity, particularly those of a feminine subject. Hence, exile/stranger/foreigner is an essential model of the contemporary subject and exile turns from a particular geographical and political phenomenon into a major symbol of modern European culture.

The present article regards the sense of exile as a part of the narrator's subjective world experience in the works by the Yugoslav writer Dubravka Ugrešič ("The Museum of Unconditional Surrender", in Croatian and English, 1996) and Latvian émigré author Margita Gūtmane ("Letters to Mother", in Latvian, 1998). Both authors relate the sense of exile to identity problems, personal and culture memory as well as loss. The article focuses on the issues of loss and memory as essential elements of the narrative of exile revealed by the metaphors of photograph and museum. Notwithstanding the differences of their historical situations, exile as the subjective experience reveals similar features in both authors' works. However, different artistic means are used in both authors' texts to depict it. Hence, Dubravka Ugrešič uses irony, whereas Margita Gūtmane

provides a melancholic narrative of confession; both authors use photographs to depict various aspects of memory dynamic, but Gūtmane primarily deals with private memory, while Ugrešič regards also issues of cultural memory. The sense of exile in both authors' works appears to mark specific aspects of feminine subjectivity.

Keywords: *exile, subjectivity, feminine, memory, narrative*

INTRODUCTION

Exile as a landmark of twentieth-century European culture permeates all twentieth-century history, especially in relation to both world wars and the existence of totalitarian systems. Also in the 1990s there was a great wave of emigration from the former Yugoslavia caused by the war in the Balkans, as well as economic migration from East European countries to the West. The motif of exile is essential for the twentieth-century European literature that brings out its philosophical and political, biographical and psychological aspects. Notwithstanding the diversity of historical, political, economic factors in the 20th century emigration waves, exile is referred to as a universal phenomenon, a characteristics of human existential state and world feeling. In recent decades, the sense of exile is often related to particular groups and communities occupying a marginal or subjected position in the overall social and culture sphere in relation to other groups or communities. Feminist theorists interpret woman as an exile in patriarchal culture that will always remain foreign and even hostile for her. The postcolonial context marks a double sense of exile when a person has alienated from his/her country of origin and does not feel connected to the culture of the land of settlement. According to the views of psychoanalysis, exile projects the subject's state of inner schisms; a subject is an exile in language, sociality or the Symbolical, to use Jacques Lacan's term. Also according to the ideas of French feminist theorist Julia Kristeva, exile characterizes the situation of a subject, especially feminine subject. In "Strangers to Ourselves" (1991), Kristeva analyzes the category of stranger/foreigner/other, pointing out that in the contemporary global world it makes no sense to single out 'stranger' as an individual or a group according to national, religious, political, or any other principle. It is rather that new modalities of 'other' are to be accepted learning to live with others as 'others', avoiding the expulsion of a stranger but accepting that first and foremost in oneself.

The present paper is focused on the analysis of texts by two writers – Dubravka Ugrešič and Margita Gūtmane – produced in the 1990s that reveal exile as a dominant of the feminine narrator's subjective world feeling.

Jugoslavian writer Dubravka Ugrešič regards the topic of exile and alienation in "The Museum of Unconditional Surrender" (Muzej bezuvjetne predaje (1996)) and "The Culture of Lies" (1995). The writer emigrated from Croatia to Western Europe in 1993 for political reasons. "The Culture of Lies" is an essay collection

where the author provides a critical insight into the events related to the break-up of Yugoslavia, rise of national states in this region, and the Balkan war that showed that mass violence and genocide for the sake of national or religious values have not remained in the past but reflect contemporary European mentality, despite any lessons of history. The nightmare of history may manifest at any moment and at any place, and it is so painful to witness it in one's land that the writer feels she has lost forever (Yugoslavia) and that will always be alien to her (Croatia). Belonging to a particular country and culture is an intrinsic aspect of one's personal identity. Hence, essay collection "The Culture of Lies" and prose work "The Museum of Unconditional Surrender" present the author's reflections on painful and traumatic identity problems where personal has merged with the political and historical revealing what she considers to be an intellectual's mission in a complicated historical epoch. [5]

Latvian émigré writer and poet Margita Gūtmane deals with the topic of exile in her prose work "Letters to Mother" (Vēstules mātei (1998)) as well as journalism. Margita Gūtmane at the age of 9 months, in July 1944, was taken by her aunt from Latvia to Germany by, as it turned out, the last train from Jelgava; her mother did not manage to follow them and remained forever separated from her daughter. The writer returned to Latvia in the early 1990s, after the country had regained independence. In "Letters to Mother" she depicts her experience of exile drawn from her childhood memories of living in refugee camps in Germany, lengthy wanderings, and sense of alienation accompanied by agonizing search for oneself as the grown-up poet and writer. This experience is presented by way of the autodiegetic narrator's poetic self-revelation in letters to her dead mother. The deeply personal, intimate character of the text arouses powerful resonance, thus expressing the complex of intricate traumatic feelings that make up the sense of exile.

LOSS AS A PART OF EXILE'S IDENTITY

Exile's identity is related to loss. Native land, home, family members, relatives, friends, traditions, customs, native language – these are not just geographical and socio-cultural realia; they all determine the person's sense of belonging that may create security and inner balance, a stable system of reference for regulating various processes of psychological and social life. From the position of psychoanalysis, loss is an intrinsic precondition of subject formation; its working out and feelings that accompany this process (fear, guilt, sorrow, etc.) greatly affect human's personality.

In texts by Dubravka Ugrešič, loss assumes a seemingly concrete form: the lost Yugoslavia is like the sunk Atlantis that is not recoverable and along with which a certain cultural and political model has been lost that the author, unlike many of her compatriots, treats as having been positive, whereby she receives scathing criticism: she has been called a Balkan witch who has betrayed Croatian national ideals and defends values that in the late 1990s look like remnants of

socialism. Ugrešič calls herself a Yugoslavian writer, thus challenging the national patriots of the newly formed Croatia and embarrassing colleagues from the West. Refusing to accept the reset borders and fit into the newly created frames, the status of exile becomes the real framework of the writer's identity that she reflects in her texts. "The Culture of Lies" may be regarded as a cultural study of Yugoslavian, East European, and European identity, whereas "The Museum of Unconditional Surrender" is a narrative related to the discourse of life writing, so significant for the late twentieth century.

"The Museum of Unconditional Surrender" comprises a multi-layered autodiegetic narrative with intertwining present and past perspectives. Present relates to the narrator's life in Berlin that has become her temporary home wherefrom, as is hinted, her way will lead further. The past perspective is formed by memories about life in the former Yugoslavia. The narration is fragmented, without a unified plot line that is characteristic of contemporary women's autobiographical writing. [4] Narrator's memories, reflections, conversations with numerous people she met in the past and present, descriptions of objects and realia present a kaleidoscopic picture in the present perspective highlighting conceptually significant topics.

The sense of loss is registered in the narrator's talks with Kira, a woman from Kiev whom she meets in Berlin: "Over coffee, Kira tells me something about the other inhabitants of the villa. 'You know, we're all alike in a way, we are all looking for something ... As though we had lost something...' she says." [6] Significantly, this feeling is vague; neither Kira nor the narrator states what exactly has been lost yet it is clear that it determines their life. Kira likes to collect pebbles on the beach and thread things: "'*Nanizivat', ya lyublyu nanizivat'*,' says Kira as if apologising for something, and smiles the pale smile of a convalescent. 'Threading, I like threading things.'" [6] Such threading may be referred to the narrator's tapestry of memories and reflections. The very process of threading, trying to make a united whole out of separate fragments is an attempt at working out the sense of loss.

Thus, the seemingly concrete sense of the loss of the native land assumes broader and vaguer form; in the course of the narration, it relates to the loss of mother that is experienced as ambivalent feelings of bond and alienation as the mother grows old and locks into her own world from which the daughter feels being gradually expelled until her mother dies. The numerous episodic characters of people met by the narrator in Berlin and during her travel bring out the instability and contingency of human relations.

In Margita Gūtmane's "Letters to Mother", the loss of native land, mother, and native language form a united whole. Inta Miške Ezergailis in her study on women writers in exile refers to this as a characteristic feature of depicting the state of exile in texts by émigré writers and poetesses. In her opinion, this testifies to the fact that physical exile is a climax of existential exile and expulsion from

one's native land is just a phase in the series of the state of exile that begins with mother/child dyad and tearing away from maternal breast to continue later in a symbolical way. [1] Gūtmane's text reveals loss of mother as the traumatic nucleus of the narrator's sense of exile: it makes daughter an exile in the world, in language, in her sense of subjectivity. "Mother – the first word in the life of a child and already – foreign. My first word remains foreign to me. How shall I learn Your language? By mother tongue that should have revealed the world to me, I revealed the world as foreign." [2] (Here and henceforth translation from Latvian mine – S.M.) Letters to mother comprise an attempt, by addressing mother, address oneself, native language, native place: "I continue writing letters so that Your language does not cease to be in me." [2] The communicative bond with mother in the title of the work is a potential for a stable ground for the narrator's identity and self-expression in language and text. Taking into consideration that Margita Gūtmane is a writer who returned from exile to Latvia, one might expect a story of return where home would celebrate victory over foreign land, and sense of alienation would be replaced by belonging. However, instead of such a story, the text comprises sketchy notes that are searching for a topic of conversation, common points, true words. The conversation does not succeed and writing registers its failure: "These small black sentences – just from afar. Nowhere else is there such great inability to start a conversation as in letters. Destructive, harmful lack of a dialogue. Words are never in time, but always late. Yet, one needs to talk on, for silence not to be final." [2]

The tragic tone of the narration is conditioned by the narrator's simultaneous striving and failure to reach out of the framework of the traumatic course of history, detach her life story from the long resonance of the war that had placed her and her mother on either side of the iron curtain. They remained isolated each in her own camp of Europe divided by the Cold War, unable to reconnect. Inability to renew a bond is a precondition of the split feminine subject. Besides, decentred writing subject relates the narrator's personal vision to the universal culture situation of the twentieth century: her sense of exile is projected in exile as a basic experience of this century, the shunting-yard of history referring to Czeslaw Milosz, Hannah Arendt, Peter Weiss and other contemporary European writers, thinkers, philosophers who have lost their place of origin and wandered off into the world amidst the havoc of history.

For Gūtmane's narrator, mother, native land, native language remain out of reach. Her attempts at tracking mother's traces scattered through her life are projected in the sense of inner exile that does not vanish after returning home: "We have become exiles in our homeland. And we will remain such for all our lives." [2] External sense of exile is enhanced by inner alienation experienced by the narrator as alienation from language in which she could express her experience and focus her identity: "Language will never again become home. The schism has grown so huge." [2] Language failure is projected in the sense of creative powerlessness: "I feel like I am in a book that I have wished to write for all my life but suddenly realize that I will never write it." [2] These words reveal the

dominant air in the twentieth-century writing with its search for new language, new poetics that envisages discarding the old words and breaking the tradition. Hence, the sense of exile is manifested as an agonizing but also creative state. It contains struggle against muteness, death of language and its rebirth, agony of creation in the literal sense.

THE DIALECTIC OF REMEMBERING AND FORGETTING

"The exile feels that the state of exile has the structure of a dream. All at once, as in a dream, faces appear which he had forgotten, or perhaps had never met, places which he is undoubtedly seeing for the first time, but that he feels he knows from somewhere." [6] Reconstruction of memories is a major element of any story concerned with identity issues. Dubravka Ugrešič's "The Museum of Unconditional Surrender" attributes great significance to memory reconstruction symbolizing this by photograph and museum that highlight the visual register of memories, photograph pointing to the personal, while museum – to collective or cultural memory.

"'Refugees are divided into two categories: those who have photographs and those who have none,' said a Bosnian, a refugee." [6] Photographs, photography albums constitute archives of personal memories that may be viewed, rearranged, thus reviewing the past events, people, sensations in the present context. This is an opportunity to oppose forgetting that threatens exiles blurring their past, origin, fragmenting their identity. The narrator refers to the story of general Ratko Mladič who during the bombing of Sarajevo phoned his acquaintance and gave five minutes to take out photo albums from his house listed as an object to be bombed: "The general, who had been destroying the city for months, knew precisely how to annihilate memory. That is why he 'generously' bestowed on his acquaintance life with the right to remembrance. Bare life and a few family photographs." [6]

The archives of the narrator's memories are family photographs preserved by her mother. After her father's death, when the daughter had found his photo and had a fit of hysterical weeping aroused by the memories, mother bought photo albums and arranged the photos in an order known to herself alone, thus taking over the painful memories from the daughter and making her own stories of their common past that are "read" by the narrator browsing through the albums, surprised to find new episodes forgotten by her. She also makes, reads, and rewrites her life story with her own photos. Viewing photos of a trip, the narrator concludes that she remembers of this trip just what is seen in the pictures, while the situations and people shown in many other photos are forgotten and cannot be recalled. This means that memories cannot be captured even by such a seemingly safe means as photography that is just a tool of memory and people remember and forget according to mechanisms of their subjective life. One of them, in the narrator's opinion, is related to pain, loss, and death.

The ultimate border of memory, like that of photography and autobiography, is death. Reminder of what has been suffered, what is past, lived through in fact is awareness of death, memories (like photography and autobiography) register what is not there any longer. This is sensed by the narrator's mother: "Sometimes I would come across her leafing through her albums. Then she would close the one she was holding, take off her glasses, put them down and say: 'Sometimes I feel as though I have never lived...'" [6] Being seriously sick, mother asks her daughter to take her photo; the daughter anticipates that her mother thinks of this as her last picture that she will leave to her children. The photo fails and the mother recovers. The narrator has a similar experience: she describes her last photo with her spouse before painful parting, that is a pretentious farewell kiss shot in an airport photograph booth which "while expressing undeniable love contained also its equally undeniable death". [6] Hence, photograph epitomizes the paradox of the conjunction of presence and absence, past and present, life and death. Reading and writing a memory story each time anew, it slips away and vanishes from consciousness.

Yet total oblivion that would allow for complete rewriting of one's life story, drawing a line, and building a new sense of reality is not possible. There is a story of a party thrown by the narrator with her friends of youth that is visited by angel Alfred who presents a feather of oblivion from his wing to each woman except the narrator. She reveals it at the end of the book as an important conceptual emphasis: she is the one to bear the burden of memories because she chose the road of exile. Other friends remained in the old life that now they can build anew. In this way the author ironizes about the illusion of separating past from the present and building a new identity pursued by people in the newly created illusory lands. This context highlights the parallel of photography and autobiography: they both reveal the necessity for and impossibility of reconstructing memories. Also, a difference between autobiography and "real literature" is drawn: the former comes from a need to reconstruct reality, the latter allows to make it up. The subject of exile is constantly carrying along this burden in the heaviest possible way – by way of loss. This is pointed out by Kristeva as she writes that exile is an orphan who builds his/her new life in the foreign land as a mausoleum to commemorate and worship the dead/lost. [3]

Concerning the reconstruction of memories, the narrator makes a specific use of the metaphor of museum. Last chapter of the novel reveals the reason why the narrator has chosen Berlin as the topos of the present perspective. It is a city of museums where "layers of time pile one over the other, the scars heal with difficulty, the seams are visible". [6] Berlin is an important border that separated Europe into western and eastern parts after World War II until it was lifted with the demolition of Berlin Wall in 1989, thus it is a significant city in the history of East Europe, the dramatic consequences of events there echoed in the life of the narrator. In this context, special role is attributed to the Museum of Unconditional Surrender of fascist Germany. It is highlighted in the title of the novel that until last chapter may be perceived in a broader sense – as the narrator's surrender in

the face of memories, human's surrender to history, etc. Thus, last chapter produces a specifically ironic framework for interpreting the text. The ghastly abandoned Museum of Unconditional Surrender, like the whole surrounding area of the former headquarters of the Soviet army soldiers, reflects a wish to forget the unpleasant historical testimony, build a new life, ignoring or even discarding the previous experience. In the basement of the museum building there is a cafe where refugees from former Yugoslavia who reside in the surrounding apartment houses come together – Serbs, Croatians, Bosnians. They are brought together by their common history that, like this museum closed in 1994, has lost actuality and is sinking into oblivion, while their compatriots are conflicting with one another in the process of building their new historical identities. Visiting German History museum, the narrator comes to a conclusion that Yugoslavs will never have a museum like that because they themselves are museum exhibits, walking memories that will fizzle out along with their life course and after that either won't be able to remember anything or everyone will be able to construct new reality "remembering" what has never happened.

Margita Gūtmane's "Letters to Mother" emphasize failure of memories – both about the narrator's native town Jelgava and her childhood that are present just as "black and white photos in a drawer, no smell, no sound, no touch" [2]. Childhood landscapes being out of reach deny her the background for imagining herself and thus gaining a dimension of depth. The narrator vaguely recalls the never-ending journey, moving from place to place that makes the basis for her nomad identity: "Being on the road is the only form for my life." [2] She knows Jelgava and Latvia just from her aunt's stories of a mythical homeland as a nowhere land, a border that may be crossed only once – in 1944, forever leaving mother, native town and homeland, never to regain all that. "The past has vanished, as if it had never been. And I am trying in vain to prove myself by these few shots and my aunt's fragmented stories of our fleeing. Sometimes it seems I have not been born at all." [2] The narrator in Gūtmane's text marks death as the extreme border of memory and draws parallels between death in exile and living in exile: "In exile the bud of death is always in you. From the very start. In exile you practice dying. Exile ends only in death." [2] The final letter marks the narrator's destination – visiting her mother's grave. Documenting the fact of mother's death in the last sentence: "Mother died in Jelgava on 21 July 1981" [2] takes the narrator's reflection into the dimension of reality that is the last border beyond which words have no more space, thought has no more power, that is the closed door of the text.

CONCLUSION

Texts by both authors under study differ in various aspects. Firstly, the experience of exile in both writers' lives differs – Dubravka Ugrešič emigrated being an adult person due to political changes in her country; for her it is a premeditated and motivated action having complicated psychological consequences. Margita Gūtmane was taken abroad as an infant and her own

decision concerns return to her native land that does not lift the sense of exile but even aggravates it as the poet faces alienation from her own language and culture as well as hardships in settling in the country that, on the one hand, is her native land but, on the other, a strange environment. Secondly, the narrative modality differs in both authors' texts. In Ugrešič's work it is ironic and multi-dimensional, with various other perspectives braided along with the narrator's personal voice that help forming a broader vision of exile, highlighting in it the political, historical, absurd, tragicomic, nonsensical, etc. In Gūtmane's narrative there sounds one voice and it provides a deeply personal viewpoint; this modality may be termed melancholic. The narrative structure in both authors' texts differs as well: Ugrešič, for instance, inserts various elements in the narrative – photographs, inserted stories, fragments from newspapers, etc., whereas the narrative in Gūtmane's work is more homogenous and the main inserted element in it is citations.

However, despite essential differences, both authors' texts are united by a similar depiction of the sense of exile. In texts by both authors exile's identity and alienation relate to the sense of loss; besides, both authors connect in it the loss of belonging to one's native land (country), language, and mother. The authors provide a similar interpretation of the significance of memory – both personal and cultural – in reconstructing the exile's identity.

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THE "TWINS" IN GENESIS - ARE GOD AND THE DEVIL ONE?

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ABSTRACT

The phenomenon that can be perceived in biblical texts is a specific structure of the relations between characters that basically has the form of "twins". The "twins" are somehow set at the same distance from the third character, which can be graphically pictured as the top vertex of the triangular structure. However, this third character also has its own "twin", but their relation is different than the relation between the aforementioned twins: the third and its "twin" somehow go together, yet they are somehow opposite to each other. For this reason, the twin of the third we named "doppelganger": it is the shadow figure of the third, yet mostly having the different value from it ("positive" instead of "negative"). Usually at the coming of the doppelganger the third disappears from the story.

In this paper we shall analyse this phenomenon in the Genesis, but using metodology of Data Science. Data collection was made by reading several translations of the Book of Genesis and recording the appearance of characters (Adam / Eve, Yahweh / Snake). Correlation between parameters was determined using Pearson's and Spearman's correlation coefficient, more precisely, the correlation matrix. After statistical data processing, a conceptual model was developed. Using System Theory, a computer model of this complex, closed system describing a "pattern of behavior" was developed. For the validation of the model, considering that the distributions are asymmetrical non-Gaussian distributions, a non-parametric tests were applied.

A search of scientific papers did not find any work that deals with the research of the Book of Genesis as complex, closed system according System Theory, using Data Science methodology and Simulation modelling as a research method. This paper presents a developing knowledge-based model which contributes to philosophy of religion.

Keywords: philosophy of religion, complex closed system, modelling

INTRODUCTION

In the book of Genesis, Adam and Eve are "twins." They are not literally twins, but the characters in a close relation whose actions are almost perfectly synchronised, i.e. they play basically identical roles. The "twins" are somehow

set at the same distance from the third character, which can be graphically pictured as the top vertex of the triangular structure. However, this third character also has its own "twin", but their relation is different than the relation between the aforementioned twins, but they are somehow opposite to each other. For this reason, the twin of the third is "doppelganger": it is the shadow figure of the third, yet mostly having the different value from it ("positive" instead of "negative"). This paper analyzes this phenomenon in the story of Eden (Genesis 2.4b 3.24), 3.

Adam and Eve are "twins" similar "names" – "ish" (איש) and "isha" (אישה). Their unity has already been established in 2.23 ("bone of my bone, flesh of my flesh"). Both *ish* and *isha* are threatened by death not to eat from the tree of knowledge; however, deceived by the snake, they both break the rule and are consequently expelled from Eden. Nevertheless, although they perform the same actions and suffer the same consequences, the twins are not completely identical. *Ish* and *isha* are distinguished firstly by the fact that woman was deceived by the snake, while the man was deceived by the woman. There is no conflict between *ish* and *isha*, although there is the negative change in their relationship, for man will rule over the woman (3.16b)

The "third" in the story of Eden is obviously the snake that is "endowed with man's faculties". It is not incidental that the "third" in this story is presented as the snake. The "third" in triangular stories is always depicted as the repulsive person. That is not just a mythical motif, but a mythical presentation which by default dehumanizes the "third", making of it both animal and divinity.

Yet, in a narrative itself, the snake virtually disappears – or at least, becomes silenced – in the moment when Yahweh arrives: there is the dialogue between Yahweh and *ish* as well as Yahweh and *isha*, but not a dialogue between Yahweh and the snake – they never meet each other as a subject with a subject. Yahweh is actually the doppelganger of the snake, sharing with it the role in the narrative of Eden (they both speak to *ish* and *isha* about the forbidden tree and the death), as well as some basic human features: along with the snake, "even God is pictured in subjective and anthropomorphic fashion". Furthermore, as Crossan indicated, snake is not only animal/human but divine as well, since it knows the God's intentions (to prevent humans from being divine) [1]. The plot in Genesis 3 begins with snake (and the tree which is in the middle of the garden) and ends with Yahweh (and the tree of life, that is actually identical to the previous tree).

Moreover, if we follow the chiastic structure of Genesis 3,18 Yahweh's sentence against the snake is found in the very centre of the chapter. This phenomenon of replacing the snake with Yahweh is the characteristic of a doppelganger, not of a twin. At last, but not the least, Yahweh and the snake are in open rivalry: the snake works stealthily against Yahweh's command, while Yahweh openly punishes the snake, snake was cursed and humiliated to walk on its belly (3.14b) [2].

METHODS AND CALCULATION

According to system theory, this is a complex closed system with interactions between entities. The entities are Adam, Eve, Yahweh, and the snake. Using the activity cycle diagram (ACD) describes the sequence of activities. The activity cycle diagram (ACD) is a method to describe the interactions of entities (objects) in a system. In the ACD, the behaviour of an entity in the system is represented by an activity cycle. The active states or the activity (a rectangle) alternates with the passive states or queue (a circle). The arcs connect the activity and queue [3].
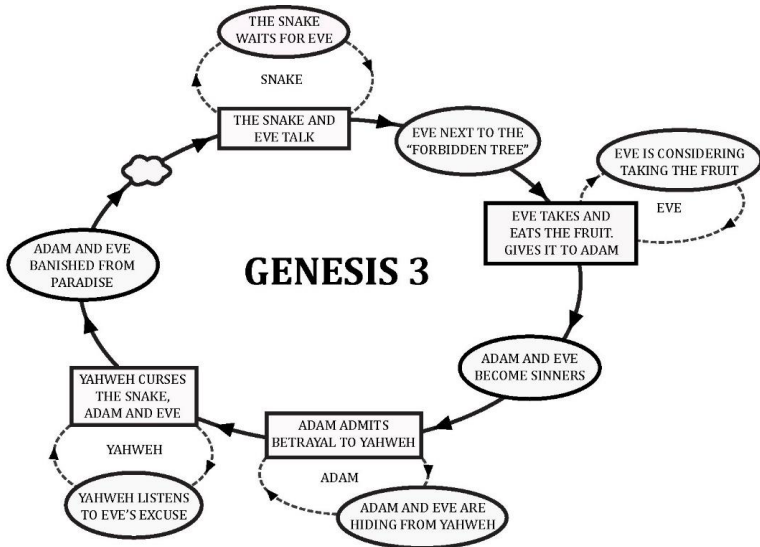

Figure 1 - The activity cycle diagram (ACD)

The active and passive states of all entities are shown in Table 1. in which 2 denotes the active state and 1 the passive state of the entities in each verse.

Table 1 – The active and the passive state of the entities

Verse	Snake	Yahweh	Adam	Eve
1	2	0	0	1
2	1	0	0	2
3	1	0	0	2
4	2	0	0	1
5	2	0	0	1
6	0	0	1	1
7	0	0	1	1
8	0	1	1	1
9	0	2	1	0
10	0	1	2	0
11	0	2	1	0
12	0	1	2	0

13	0	2	0	2
14	1	2	0	0
15	1	2	0	0
16	0	2	0	1
17	0	2	1	0
18	0	2	1	0
19	0	2	1	0
20	0	0	1	0
21	0	1	0	0
22	0	2	0	0
23	0	1	0	0
24	0	1	0	0

Using the Stat::Fit application, a discrete theoretical distribution is determined that best describes the activity of each variable. The results are shown in Table 2.

Table 2 – Theoretical distribution

	Snake	**Yahweh**	**Adam**	**Eve**
distribution	Geometric (0.76)	Discrete uniform (0, 2)	Binomial (2, 0.271)	Binomial (5, 0.108)

The Geometric distribution is a discrete distribution bounded at 0. It is a special case of the Negative Binomial distribution. It is defined by the parameter probability of occurrence (p):

$$p(x) = p \tag{1}$$

The Discrete Uniform distribution is a discrete distribution bounded on [min, max] with constant probability at every value between the bounds. It is defined with minimum (min) and maximum (max):

$$p(x) = \frac{1}{max - min + 1} \tag{2}$$

The Binomial distribution is a discrete distribution bounded by [0, n]. The parameter, p, is the probability of the event. It is defined with number of trials (n) and probability of event occurring (p):

$$p(x) = \binom{n}{x} p^x \tag{3}$$

The function that best describes the "snake" variable (y_1) through verse (x) is polynomial:

$$y_1 = 0.0057x^2 - 0.205x + 1.8093 \tag{4}$$

Solving the quadratic equation gives a value for x in which $y_1 = 0$:

$$x_{1,2} = \frac{0.205 \pm \sqrt{0.205^2 - 4 \cdot 0.0057 \cdot 1.8093}}{2 \cdot 0.0057} \tag{5}$$

$$x_1 = 20.42; x_2 = 15.52 \tag{6}$$

These values (6) show that from verses 15 - 21, the variable "snake" is out of the system i.e. out of the story.

Unlike the variable "snake" (y_1), the variable "Yahweh" (y_2), although also described by a polynomial function, has a completely different direction (the direction is determined by the sign of the value in front of x_2):

$$y_2 = -0.0107x^2 + 0.3369x - 0.9516 \tag{7}$$

Solving the quadratic equation gives a value for x in which $y_2 = 0$:

$$x_{3,4} = \frac{-0.3369 \pm \sqrt{0.3369^2 - 4 \cdot (-0.0107) \cdot (-0.9516)}}{2 \cdot (-0.0107)} \tag{8}$$

$$x_3 = 3.14; x_4 = -28.34 \tag{9}$$

These values (9) show that from verses 4, the variable "Yahweh" is out of the system i.e. out of the story (x_4 is an unrealistic value and is discarded).

With the variable "Adam" the usual function of the "main characters" is visible. At first he is gone ($y_3 < 0$) (12), but slowly "enters" the story. It plays the most important role in the unfolding of the action (y_3=max in x=12), after which its activity decreases and eventually disappears ($y_3 < 0$) (12). The polynomial function describing the relationship of the variable y_3 and x is:

$$y_3 = -0.0081x^2 + 0.1986x - 0.294 \tag{10}$$

$$x_{5,6} = \frac{-0.1986 \pm \sqrt{0.1986^2 - 4 \cdot (-0.0081) \cdot (-0.294)}}{2 \cdot (-0.0081)} \tag{11}$$

$$x_5 = 1.58; x_6 = 22.94 \tag{12}$$

A polynomial function that describes the relationship of the variable y_4 and x, i.e. the activity of the variable "Eve" through Genesis 3 is:

$$y_4 = 0.0033x^2 - 0.1514x + 1.7624 \tag{13}$$

The function y_4 (13) does not intersect the x-axis.

The functions system of the variables "Snake" (y_1), "Yahweh" (y_2), "Adam" (y_3) and "Eve" (y_4) is shown in Figure 2.
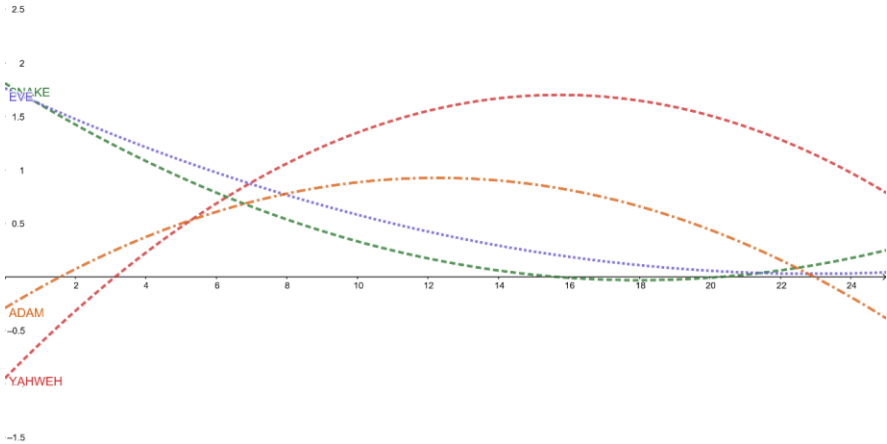
Figure 2. The functions system of the variables

The correlation between the variables was calculated using the Pearson correlation coefficient. The correlation between the variables is shown by the correlation matrix (Table 3).

Table 3 The correlation matrix

	Snake	**Yahweh**	**Adam**	**Eve**
Snake	1	-0.47	-0.50	0.39
Yahweh	-0.47	1	0,07	-0,49
Adam	-0.50	0,07	1	-0,37
Eve	0.39	-0,49	-0,37	1

Although the correlation coefficient is shown as an absolute value, a sign is left here because in this case, such a sign (mostly negative) shows us the direction. A negative sign indicates that while one variable becomes stronger or more active, the other becomes weaker, i.e. in this case less active.

The negative correlation is between the activities of the variables:

- Snake vs. Yahweh and
- Snake vs. Adam

and this is a medium-strong correlation [4], that is, there is a medium-strong correlation between the activities of these variables. There is no correlation between the activities of the variables Yahweh and Adam. The correlation of activity between the variables "Snake" and "Eve" is positive and moderately weak.

CONCLUSION

In this paper analyzes the book of Genesis 3 in a different way than usual. According to Porobija [3] Adam and Eve are "twins." Their characters are in a close relation whose actions are almost perfectly synchronized, i.e. they play basically identical roles.

The "twins" are set at the same distance from the third character. However, this third character also has its own "twin", which has opposite character ("doppelganger").

Their names are similar (on Hebrew) "*ish*" (איש) and "*isha*" (אישה). They both break the rule and are consequently expelled from Eden. Nevertheless, although they perform the same actions and suffer the same consequences, the twins are not completely identical.

The snake disappears in the moment when Yahweh arrives: there is the dialogue between Yahweh and *ish* as well as Yahweh and *isha*, but not a dialogue between Yahweh and the snake – they never meet each other as a subject with a subject. Yahweh is actually the doppelganger of the snake, sharing with it the role in the narrative of Eden (they both speak to *ish* and *isha* about the forbidden tree and the death). The plot in Genesis 3 begins with snake (and the tree which is in the middle of the garden) and ends with Yahweh (and the tree of life, that is actually identical to the previous tree).

Moreover, if we follow the chiastic structure of Genesis 3,18 Yahweh's sentence against the snake is found in the very centre of the chapter. This phenomenon of replacing the snake with Yahweh is the characteristic of a doppelganger, not of a twin. Is it possible that Yahweh plays a dual role? A phenomenon called multiple personality / dissociative identity disorder in psychology (best known as Dr. Jekyll / Mr Hyde).

Using methodology of system theory and simulation modelling, elaborated is activities of characters. A conceptual model in the form of the activity cycle diagram (ACD) was developed. Discrete theoretical distributions of probabilities activities for all variables were found. The activities for the variables "Adam" and "Eve" can best be described as Binomial distribution, the variable "Yahweh" as Discrete uniform and the variable "Snake" with Geometric distribution.

A system of functions of variables has been developed in which the mirroring of functions of variables Adam-Eva, but also Yahweh-Snake is observed. The correlation between the variables was confirmed by a correlation matrix for which the Pearson correlation coefficient was used.

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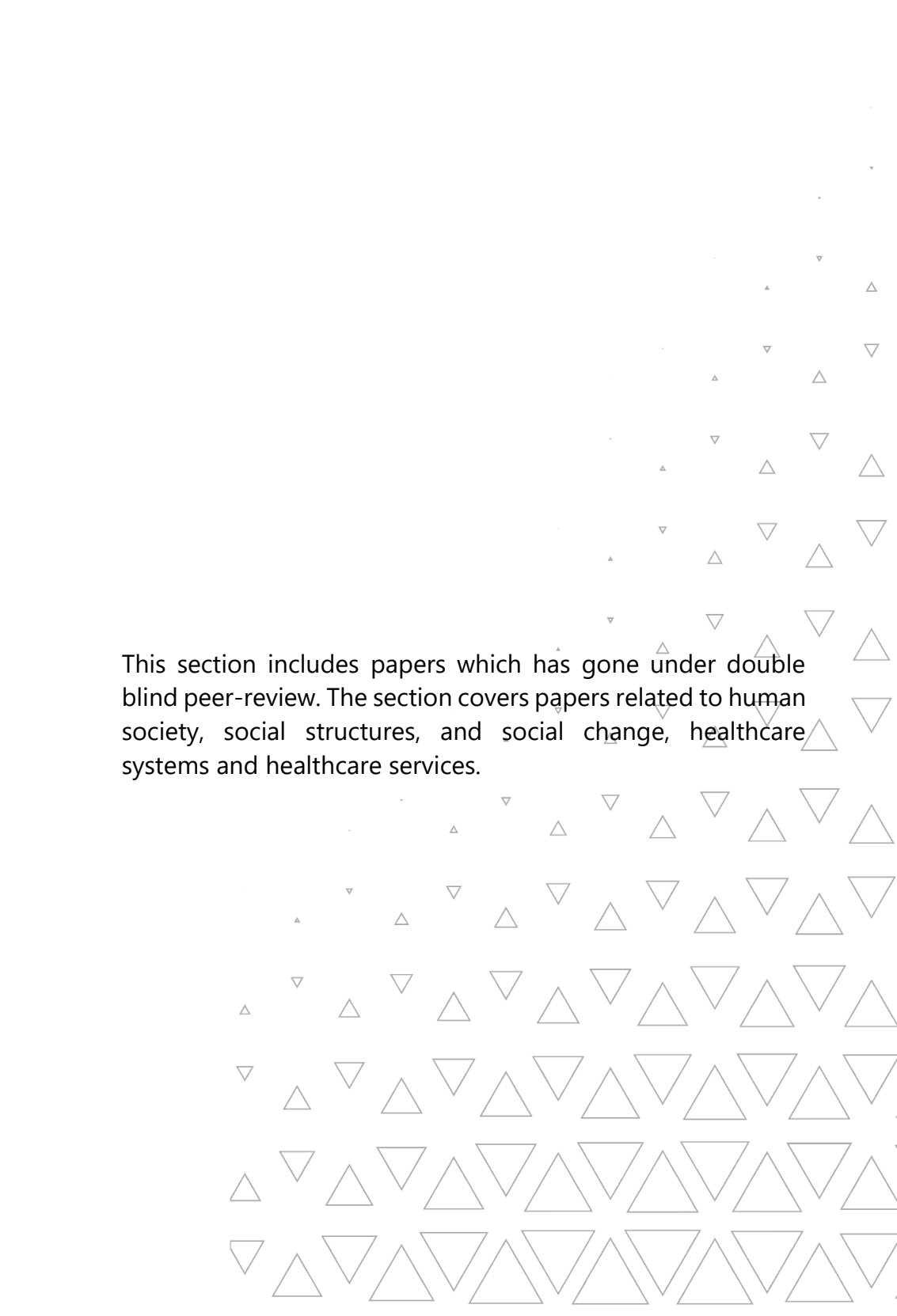
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Section

SOCIOLOGY AND HEALTHCARE

This section includes papers which has gone under double blind peer-review. The section covers papers related to human society, social structures, and social change, healthcare systems and healthcare services.

AN EXPLORATION OF GENDER DIFFERENCES IN TEENAGERS' USE, CONSUMPTION AND DIGITAL PRODUCTION

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ABSTRACT

Today's teenagers have a very close relationship with ICTs and the digital space related to them, as they have impacted the way the youth constructs their sense of self and the tools they use to perform their carefully constructed identity. One key element which influences the way one constructs their views by themselves is within the boundaries set by their biological sex and therefore through the behaviors associated with their asigned gender. Through the symbolic interactionist lense, or more specifically through Goffman's dramaturgical theory on the manner in which one presents him/herself in society, this paper looks at the manner in which teenagers use social media platforms and at the way they consume and create digital content in order to present their gender identity. The way teenagers consume and produce digital content differs and depends on how they interpret their ideals of femininity and masculinity, which are afterwards reproduced in the content they post on their social media pages. Therefore this research is an attempt to understand what are the factors teenagers take in account when consuming and producing content. What gender differences can be observed in regards to new media consumption? What difference can be observed in online activity behaviors between males and females? How do they feel about their gender identity concerning fitting in with their peer group? A mix-methodological approach was engaged in the data collection process. In the first stage of the research highschool students (n=324) from the city of Suceava (Romania) participated in taking an online survey. The initial intent was to meet with the young respondents in person, but due to the COVID-19 pandemic this was deemed impossible. For the second stage of data collection, six of the participants who took the online survey were invited to participate in a focus group designed to grasp a better understanding of the results from the previous stage. The discovered findings uncover engaging gender similarities and differences in social media consumption and the type, subject, matter and style in which they posted their content, but also in regards to the performance of the self between the online and offline space.

Keywords: *teenagers, online activity, gender identity, symbolic interactionism, social media*

INTRODUCTION

With the introduction of Internet Communication Technologies (ICTS), the internet began to be more accessible, in accordance to the needs and ambitions of modern society. This development and integration of various software and platforms paved the way for the possibility of computer mediated communications (CMCs), which refers to the process or act of communication that takes place between two or more individuals through various digital technologies, such as computers, smartphones, laptops and so on [1]. CMCs can be observed especially through the help of social networking sites (SNSs) which are online platforms that offer and 'represent a vast and varied cultural milieu based on interaction among users and user-generated content' [2] (p.60). Through various tools and options SNSs became a place where the user can come into play with multiple forms of active self-representation. When reaching adolescence, teenagers begin to outreach beyond their immediate family, in order to seek independence and new communities where they can form a sense of self which fits in a larger social scheme [3] [4]. boyd (2014) states that '[t]eens engage with networked publics for the same reasons they have always relished publics; they want to be a part of the broader world by connecting with other people and having the freedom of mobility' [5] (p.10). One of the main elements which affect the individual's perspective of their self-representation from a young age is gender. This article offers a brief exploration of the impact the digital space and communication technologies (ICTs) have on teenagers and to showcase if the gender differences, that are present and encouraged in offline social settings, still persist in the online space.

Review of relevant literature and theoretical framework

In this sense, one can argue that the implementation of new media technologies and the Internet has unleashed essential and structural changes to the overall environment which affected the quality of information and the meanings that are associated with it [4]. Social media platforms have been engineered from the get go to be places where social actors can retreat from the offline realm and be met with an easily accessed global space where they can actively communicate, share, consume and produce content. This type of structure helps to create online communities which center around certain areas or goals of similar interest. Within this digital environment, engagement with other users leads to a surge in and fosters creativity, innovation, knowledge and the desire to have a civic presence. Martin et al. (2018) captures this in her own research, as she points out the fact that the youth from various age groups sign in and stay connected on social media sites like Facebook due to the fact that this allows them to communicate with their peers outside of institutionalised or controlled settings and collaborate on their various school assignments and projects, thus creating a place which is also suitable for learning. Other platforms, like Instagram, represent a space which is more associated with the exploration and expression of one's self or one's idealised self, meaning that personal image and the way themselves are presented

in front of others is important during adolescence. Gender plays a big role in this aspect and expressing anything that could lead to a negative impact on their social standing is seen as a cause of concern by teenagers [6]. This outlook fits with the symbolic interactionist, or better said with Goffman's dramaturgy theory which stated that during their daily social encounters individuals perform through the way they behave and the products and content they consume in order to win the esteem and acceptance of the of the social actors with whom they associate or wish to associate with [7]. Within this research Goffman's theory functions as the theoretical framework that helps guide the entire process.

In social studies, gender is understood as being a category which lacks a homogenous structure, but rather it is impacted and influenced by several other factors such as one's social status and display. In other words gender is perceived as being '"derived from socialization and social context and thus potentially both multiple and fluid"' [8] (p.161). This viewpoint is also captured by [9] in her research of gender differences in online consumption and content production, where she looks at how the stereotypes are created in connection to gender and the type of behaviour males and females are expected to perform in social settings. The constant wave of information which is received from a young age in what is considered appropriate behaviour associated with one's sex, and being socially conditioned at first by family and the media and later on by peers, leads to a different type of attitude towards the internet and technology. She also argues that these stereotypes, or socially expected behaviours, which teenagers have been exposed to from a very young age, can also cause specific consumption patterns and preferences. This view is also supported by Goffman's theory, as he argues that while the individual is performing on the front stage, S/he are showing what they seem to believe attractive and generally accepted traits, while when they reside in their back stage they are acting in a less restrictive manner. This research looks at how teens view gender, content made by both male and females and about the type of content they consume and how they consume it.

METHODOLOGY AND MATERIALS

Introduction

This research's intent is mostly to present and analyse the collected data in an exploratory, interpretive and descriptive manner in order to properly capture the way in which teenagers feel about social media, how they use it and what do they think about the way the opposite sex uses it. This study mostly aims to identify if there are any key differences in the way these processes occur in regards to gender. In order to achieve these goals, a mixed methodological approach was undertaken which is more clearly laid out in the Data Analysis section.

Instruments

The first instrument used was an online questionnaire which was designed with the guide of two studies [10] [11] whose focus was the exploration of gender

identity and social media activity. Both of these studies focus on the experience, risks and opportunities children and teenagers encounter in the digital space and also on the differences in online practices and consumption that might occur between male and female youths. The reason for choosing to use an online questionnaire, rather than engaging face-to-face with the respondents, is due to the fact that the current data was collected during the high point of the SARS-CoV-2 (COVID19) pandemic in Romania. The questionnaire is made out of four parts. The first one being about socio-demographic information regarding the respondents, such as their age, gender and the school year they are in. The second part inquires about the digital devices they use, the frequency and duration of their activities on social media platforms, the time they spend online and the types of platforms they engage with. The third part is concerned with their online activities, motivations that led them to engage on social media and the measures they took to minimise risk. The fourth part focuses on representation on social media, gender identity and peer conformity.

The second instrument which was applied was a focus group. The focus group plan and guide were constructed through the guide of [8] research on differences on gender consumption and interpretation of various media. In similar fashion this study used two YouTube clips which had the same subject matter but one was created and presented by a female and one by a male. These clips were used as conversation starters and the questions from the guide were used to further the conversation. The focus group session was also conducted during the COVID19 pandemic, but as the state of emergency in Romania was lifted it became possible to meet in person with the respondents as long as certain safety measures were taken. Therefore, with the consent from the parents, a meeting was set out in the open, to be more precise in an acquaintance's yard, and the chairs were spread out in order to not sit close to each other. The guide was made out of several open-ended questions concerning their feelings about the internet and social media, the experiences they had on their most used social media platforms, the type of online content consumed and the type of content they post.

Sampling and Data Collection

The population this study focuses on are teenagers between the ages of 15-19 years old, both male and female, located and studying in the county of Suceava, which is situated in the North-East region of Romania. As the data was collected during the pandemic, three sampling strategies were employed in order to reach the targeted population. The first one was a strategy of convenience as key individuals who have access to a large number of young people, such as teachers from local highschools, were contacted and received the link to the questionnaire which they later distributed to their pupils. In other cases where the parents were familiar with one of the researchers, they were contacted directly asking for their approval of their child participating in the research. The second strategy which was employed is that of snowballing. After engaging over the phone with some of the respondents they agreed to share and distribute the link of the questionnaire to their friends, schoolmates and acquaintances who showed interest in

participating in the study. A third sampling strategy was used to get in to contact and organise the focus group. As in general qualitative techniques require a smaller and more precise sample a stratified random sampling strategy was used at this stage. The sample was collected from the teenagers who already completed the online questionnaire.

Data Analysis

The results and data analysis in this paper are presented in two parts. The first part is the quantitative data which is analysed using SPSS 26, in order to give a descriptive analysis, which shows the results in the form of percentages and histogram, with the aim to pinpoint the gender difference and preferences recorded in regards to teenagers' use of social media. The results collected from the questionnaire helped guide the planning process of the script for the focus group, which represents the second part of the analysis. The qualitative data collected from the focus group is analysed by using a thematic analysis technique following [12] method.

RESULTS AND DISCUSSION

The method of presentation of the collected results is to allow each technique to shine through and permit a final common analysis of the two. Meaning that the quantitative results are presented first followed by the qualitative ones. Concerning the quantitative data, a total of n=324 highschool students from the country of Suceava, between the ages of 15 to 19, have received the link and completed the online questionnaire. The questionnaire was designed using Google forms and the link was distributed through various social media and CMC platforms such as Facebook messaging and Whatsapp. When opening the survey, the teenagers, once they set their age, were met with an informed consent which either addressed them directly in the case where they were 18 or above, or their parents in case they were a minor. The parents and the older teens were asked to introduce their name and phone number to be contacted and were asked if they give their approval to participate in the following stages of the research. Out of the 324 teenagers who completed the survey 105 are male and 219 are female.

Teenagers engage with a plethora of activities in the digital space and the majority of them take place on various social media platforms. As there are an abundance of these types of platforms available for the youth, it was necessary to limit the variables to the most popular ones. There was also a curiosity to uncover if teens still have accounts on certain platforms. The results show that 99.1% of the respondents have at least one social media account and out of all the platforms (such as Facebook, Snapchat, YouTube, TikTok, Twitter, Twitch and Instagram) the majority, meaning 97.2%, have a Facebook account with Instagram following close with 93.8%. What peaked and raised one's interest in these preferences is the fact that when asked which of these platforms did adolescents use most often, both male and female teenagers seem to have a strong preference for Instagram.

These results reappear also in Martin et al. (2018) where she also notices that the youth have a stronger preference for Instagram although they are still actively being present on other platforms as well. Some gender differences that have been observed concerning social media platform's preferences are noticeable when looking at the ones which are more focused on certain types of content. YouTube seems to be a lot more popular with the males than the females and also Twitch. These two platforms are associated with video type content and streaming while Facebook and especially Instagram are more photo orientated. Twitch is also associated with gaming content which is culturally related more as being a 'cisgendered, straight, white, and male' activity [13] (p.324). The results show that 2.9% males choose Twitch as their main platform while 0% of the females chose it, and 33.7% of males chose YouTube as their main platform while only 11.4% of females. This data does not necessarily coincide with the type of content both sexes are more inclined to produce as 82.1% stated that they usually post photos more than anything else, but it might be an indication in regards to the differences in the type of content male and female teens enjoy to consume. The data also indicates that females are more active in the production of digital content - at least when it comes to posting photos on Instagram - as 8.7% females and 3.8% males post daily, 16% females and 9.6% males once every couple of days, 20.1% of females and 11.5% of males post once a week.

One of the other focuses of this research was on the type of content male and female teenagers consume and if there are any identifiable differences. By analysing the existing data it can be noticed that both sexes have a high consumption of various types of content. Due to the difference in the numbers of male and female respondents it is difficult to state a clear analysis of the gendered content consumption. Yet one can argue that in some stereotypical categories, such as Fashion and Celebrity News, that subjects might be reluctant to answer or inclined to answer due to societal expectation. It might not come as a surprise that 88.5% of females answered that one of the regular content they consume is related to fashion or the 83% in regards to Celebrity News while only a small percentage of males chose those categories. Still it is interesting that when it comes to categories attributed to boys in regards to digital content, a high percentage of girls chose that as their answer. One of these categories, for example are Sport, Technology and Games, where although the percentage is lower in comparison to the males the difference is not very drastic. It is also worth taking in consideration the fact that the current social and cultural context in which this research transpires is considered to be quite conservatory and religious. Due to this, there are some concerns regarding the main themes of the research as the teenagers might adjust their answers to fit what is considered by them the pro-social requirements [14] [7]. Although this is the underlying concern, the existing result in regards to gender binary associations vary. The majority answered the questions as was estimated, but still the answers were quite dispersed. This raises several questions concerning the nature of these answers and whether there could be more underlying elements which were explored in the focus group session.

Gendered Online Content

The focus group invitation and informed consent was sent out for six teenagers - 3 boys and 3 girls - out of which 5 came through and agreed to participate. After viewing the two clips the respondents were asked to write down three words which would describe the word girl/boy, the content they just watched made by the boy/girl and the content made by girls and boys in general. The majority of words said by both girls and boys to describe girls are related mostly to physical traits related to their attractiveness, such as *beautiful* which was used multiple times, *cute, elegant, charismatic, sensitive* and elements of personality traits such as *understanding, kind, sensitive, temperamental* and *clever*. These words were afterwards discussed and as one of the boys put it *'girls put more soul into what they do'* and as another continued the idea *'that's why they call it the beautiful sex'*. When asked about the words they used to describe boys the majority of them were related to the physical aspects related to their prowess and ability such as *strong* - was mentioned the most often*, imposing, disciplined, intelligent* and *arrogant*. When asked if a girl cannot be strong or a boy beautiful, several participants answered that not in the same way. These traits are either not considered valuable or the meaning of strong or beautiful changes when it is associated with the opposite sex. Therefore, if we look at these statements from the perspective of Goffman's theory one can argue that teenagers' views of the other sex is highly infuenced by the social and cultural standing in which they are socialised and conditioned by the meaning they growup with. These attitudes are seen also in connection with the other two tasks. When they were asked about the YouTube clips they just watched both the boys and the girls describe the one made by the female as being '*unorganized with a script learned by heart', fast paced, thoughtless, nervous, hard to follow,* and *unattractive.* While the one made by the male was characterized as being '*structured, intelligent, researched, unscripted, well spoken, captivating* and *interesting.* The participants were asked if they had to do a school assignment on the subject presented in the two videos which one would they trust more in regards to the validity of the information that was presented, to which all of the respondents answered that they trusted the one made by the man. Two of the boys added that *'boys don't have so many feelings when it comes to speaking in front of others...meaning that girls are more emotional'.* In order to see the girls' perspective on this they were asked directly what their opinions in regards to these statements are, to which they answered '*the same*'. The last aspect discussed was in regards to content made by boys and girls in general. Concerning the words they used to describe the type of content boys and girls posted, they followed the same dichotomous pattern as the ones presented above. Meaning that if the girls' content is seen as being '*excessive*, *mainstream - the type of content everybody else posts they do as well, useless - they post pictures with food, competitive with each other*, *interesting* [and] *funny'.* The content posted by the boys is seen as being about '*cars and politics, indifferent, distracted, being silly, bragging ,uninteresting* [and] *funny'.* After a small discussion between the boys and the girls, it was concluded that both boys and girls tend to post content of themselves which is '*indecent'* when they post

pictures or videos of themselves with very little clothing on and in endearing poses. The focus group ended with a conversation regarding the impact COVID19 had on their internet intake. Although the teens said that they did not feel that they spend more time online during quarantine, they did state that they binged watched movies and TV shows on platforms such as Netflix more than usual and that they had to stay in front of a screen longer due to their classes being held on Zoom.

CONCLUSION

With each generation it is undeniable that the internet becomes present and indispensable from the early stages of a child's life. Due to that, so does the socialization process become more complex as the initial information in regards to the outside world is not limited just to the family anymore, but also includes the content consumed from social media. Meaning that the information they receive in relation to the appropriateness of certain behaviours are relative to one's biological sex and therefore the type of gender identity they should have. Both male and female teenagers use and rely in a way on the internet and social media in a daily manner. They use it to stay connected to their friends and express certain aspects of their gender identity. In a similar manner [14] discusses the aspects of how parents, the peer group and the media teach and socially adjusts teenagers in the molds in which they are expected to fit as males and females and conditioned and censored to do so. This was also visible during the focus groups as the girls adopted a more passive stance and resorted to answer presented in a non-confrontational manner which would oppose the views voiced by the boys. In a sense it is also seen in the type of content they consume as it tends to show some elements that could be defined as stereotypical and might not show the reality of the situation. Goffman also discusses this aspect when he refers to the fact that the individual portrays a version of themselves that they think will be accepted by their social group. In other words, while they are in the front stage, teens will present the type of behaviour they think it is expected of them from a gendered perspective, and while in the backstage they relax, reflect and as [14] puts it, might engage in activities which define them as being more androgynous.

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CONTRIBUTIONS TO THE COMPLEX STUDY ON ANTITUMOR ACTIVITY OF USNEA BARBATA (L.) F.H.WIGG.

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ABSTRACT

Usnea barbata (L.)F.H.Wigg. - known as "old man's beard", "tree moss", "songluo" is a lichen in the family *Parmeliaceae*, genus *Usnea*. *Usnea* species have recorded history of therapeutic use dating back over three thousand years in Chinese medicine. The lichen secondary metabolites have shown an impressive range of biological proprieties, including antibiotic, antifungal, antiviral, anti-inflammatory, or anticancer activities.

In this study, the antitumor activity of *Usnea barbata* extract was evaluated by observing the morphological changes on squamous cells carcinoma cell-line CAL 27 (ATCC® CRL-2095 ™) in contact with different concentrations of extract, ranged between 12.5–400 µg/mL. The results obtained were quantified by the intensity of morphological changes of the tumor cells after 24 hours of contact. The most significant activity were recorded for 400 µg/mL extract.

This study shows that *Usnea barbata* (L.)F.H.Wigg. extract has antitumor activity. The analysis of the obtained results showed that the cytotoxicity of lichen extract on CAL 27 tumor cells is directly related to the concentration of the applied solution.

Keywords: Usnea barbata (L.) F.H.Wigg extract, antitumor action, CAL 27 cell line, cell morphology

INTRODUCTION

Usnea barbata (L.)F.H.Wigg. - known as "old man's beard", "tree moss", "songluo" is a lichen in the family *Parmeliaceae,* genus *Usnea. Usnea* species has a recorded history of therapeutic use dating back over three thousand years in

Chinese medicine [1], [2]. This genus name – *Usnea,* may come from the time of the Arabian school of medicine and pharmacy. *Usnea* species are used today in traditional Chinese medicine, contemporary homeopathic and naturopathic medicines and in various systems of traditional medicine worldwide [3]. The numerous therapeutic applications are due to their phytochemicals contained and which represent almost 60 organic compounds with various structures: polyphenols, dibenzofurans, depsidones, depside, depsones, fatty acids, lactones, quinones, polysaccharides [4]. These secondary metabolites have shown a high range of biologicalactivities including antibiotic, antifungal, antiviral, anti-inflammatory, anticancer proprieties [5], [6].

In this study, the antitumor activity of *Usnea barbata* (L.) F.H.Wigg. was evaluated by observing the morphological changes on squamous cells carcinoma cell-line CAL 27 (ATCC® CRL-2095 ™) after 24 hours of contact with various concentration of dry lichen extract.

MATERIAL AND METHOD

1. Harvesting and identification of lichen species

The harvesting of the vegetal material was made from Călimani mountains (900 m), Suceava county, and the identification of this lichen species was performed at the Department of Pharmaceutical Botany of the Faculty of Pharmacy within the Ovidius University of Constanta [7].

2. Plant material and lichen extract preparation

The freshly harvested lichen was cleaned of impurities and dried at a constant temperature, below 25°C, in an airy room, sheltered from the sun's rays [7].

To obtain *Usnea barbata* extract (UBE), the dry lichen was ground in powder form and kept for 8 hours with acetone, at 70° C, in a continuous reflux on Soxhlet. After refluxing, the evaporation of the solvent was performed on a rotary evaporator and the dry extract was transferred to a glass vessel with a sealed lid and stored in the freezer at a temperature below -20 ° C until further processing [7].

3. Evaluation of the cytotoxic action of UBE on squamous cells tongue carcinoma cell line, CAL 27 (ATCC® CRL-2095 ™)

The tumor cell line CAL 27 (ATCC® CRL-2095 ™) is widely used to obtain oral squamous cell carcinoma (OSCC) for *in vitro* and *in vivo* studies, being considered representative for the study of this cancer type.

Working hypothesis: UBE has antitumor action on tongue squamous cell carcinoma.

Aim of the study: evaluation of the antitumor action according to the concentration of the extract and the exposure time.

Preparation of cell line material:

The CAL 27 cell line was supplied by the American Type Culture Collection (ATCC) and purchased from an authorized LGC Standards GmbH - Germany distributor. CAL 27 human tumor cell line (ATCC® CRL-2095 ™) are squamous epithelial cells isolated from lingual carcinoma; were grown in a special medium – jue modified Dulbecco (DMEM, Biochrom AG, Germany containing 10% fetal bovine serum (Sigma, Germany), 100 µg/mL streptomycin (Biochrom AG, Germany), 100 IU/mL penicillin (Biochrom AG, Germany). For optimal cell growth, the flasks were maintained in a Binder incubator, in a particular microclimate, at 37 degrees Celsius, in humidity (to reduce evaporation), in presence of 5% CO_2 to maintain the pH of the culture medium [8].

After 24 hours of incubation, the formed cell monolayer was detached with a trypsin-EDTA solution. After cells counting and establishing of the viability by trypan blue exclusion test using Cellometer Mini – Nexcelom Bioscience, the cells from the initial flasks were split into 96-well plates (TPP Techno Plastic Products AG, Trasadingen, Switzerland) at a density of $8x10^3$ cells/well, and then incubated under the same temperature and humidity conditions in the Binder incubator. The following final UBE concentrations in dimethyl sulfoxide (DMSO) as solvent (µg/mL) were tested: 12.5, 25, 50, 100, 200 and 400 µg/mL.

After applying of the six concentrations of UBE the cells were thermostated for 24 hours. Apart from untreated control, the 0.2% DMSO variant was performed, in order to evaluate the interaction of the cells with the solvent.

Determination of the morphological changes

The morphological changes of CAL 27 cells, after the contact with six different concentrations of UBE (12.5-400µg/mL), were detected with the 10x objective under the inverted light microscope (NIKON Eclipse TS100); the images have been taken with MShot MS60-2 digital camera.

RESULTS

The changes on morphology of CAL 27 cells are directly proportional with the concentration of UBE used.

As shown in Figure 1, at the moment of the effective realization of the experimental groups, the cells have a globular appearance and do not adhere to the substrate, being in Brownian motion in the culture medium.
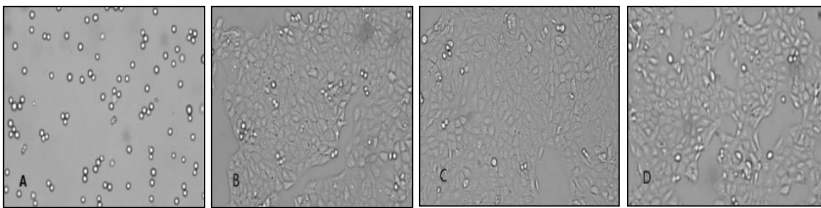
Figure 1. *Morphology of CAL 27 cells in the initial inoculation phase (A), after 24 hours of contact with 0.2% DMSO (B), after the contact with UBE tested solutions: 12.25 µg/mL (C); 25 µg/mL (D)*
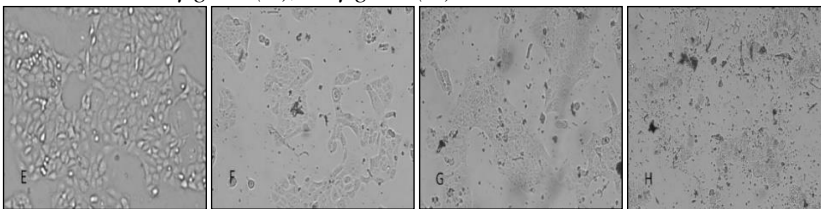

Figure 2. *Morphology of CAL 27 cells, after the contact with UBE tested solutions: 50 µg/mL (E); 100 µg/mL (F); 200 µg/mL (G); 400 µg/mL (H)*

The study on control cells, and also in DMSO 0.2%, indicated that, after 24 h of treatment, these cells have a normal morphology and are adherent to the substrate (Figure 2). The morphological study on the tumor cells exposed to UBE showed that CAL27 cells had different degrees of morphological changes, as follows:

- loss of cell adhesion,
- membrane contraction,
- formation of abnormal cell folds,
- cell fragmentation,
- reduction of the density of living cells (figures: 1., C-D and 2., E-H)

These changes are most significant at the maximum concentration of UBE in the tested solutions.

DISCUSSIONS

By analysis of the figures 1 and 2, it is found, compared to the control, the minimal interference of EUB with cell viability, in the range of concentrations 12.5–50 µg/mL inclusive, registering a minimal cytotoxic effect.

Slight decreases in cell viability are observed at concentrations of 100 and 200 µg/mL, which correspond to insignificant cytotoxic effects. The non-cytotoxic effect of the solvent (0.2% DMSO) on CAL 27 cells was noted; on this

observation is based the conclusion that the induced cytotoxicity is generated exclusively by UBE action.

The antiproliferative effect on some tumor cell lines has been attributed to usnic acid, as shown by other studies presented in the literature [9], [10].

In the accessed scientific data it is highlighted that the cytotoxic effect of classical chemotherapeutics and plant extracts differs, depending to the type of tumor cells on which the studies are performed [11], [12].

CONCLUSIONS

The extract of *Usnea barbata* (L.) F.H.Wigg. has cytotoxic activity on CAL 27 cells, its intensity being directly proportional to the concentration of UBE.

The main morphological cell changes include loss of adhesion, membrane contraction, abnormal cell folds, cell fragmentation and, consequently, the reduction of the living cells density as an expression of the UBE antitumor effect.

The results of our preliminary study provide a valuable basis for future studies in order to suppose the mechanisms of UBE tumor cell death induction, and to determine the effective doses of this extract without toxic effects on normal cells.

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I, THE WIFE'S CARER. MEN FROM THE TRADITIONALISTS/SILENT GENERATION ON THEIR (NEW) IDENTITY

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ABSTRACT

Despite transformations of culture of ageing taking place and pinpointing lesser trivialization of ageing, in many CEE countries and globally, further-reaching approach to ageing experiences and meanings attributed by individuals of either gender have not come of age. Neither has it gained enough attention to cause a significant change towards truly inclusive perspectives or practices. This problem applies to men remaining to a certain extent imperceptible as prime caregivers to their chronically ill wives or partners.. By desk research, own research interpretation and literature review, the paper addressed men caregivers identity. Findings suggest the identity to be shaped by a relationship, and its story, with caregiven wife, identity spoiling as a result of stigma associated with caregiving experience and low social recognition of it. The study recognizes matters to be further assessed and may lay foundations for new directions. It also translates onto gerontological practice by recognizing factors which may assist caregiving professionals and possibly policy makers in better addressing the needs of caregiving individuals.

Keywords: ageing, caregiving, men, identity, social gerontology

INTRODUCTION

Global ageing is no news, projections and estimations are clear: the process shall continue. Twenty years ago in 2000, there were 420 million people aged 65 and older, they were 7% of the world's population. Thirty years from now, in 2050, estimations point to 10% more, that is 17% of the global population and 1,6 billion of older adults. The process is happening almost everywhere, with developing countries opening the league in the most rapid manner [1]. Global perspectives on ageing have an entire array of implications for decision makers in both hemispheres, of different calibres depending on a geographical location, particularly in the financial field. Fortunately, stereotypes pointing at older adults to be more "costly" than children have ever been, are false believes of the past, and are being placed off the modern global narration on ageing. Relatively "young" (using Neugarten's legacy) and active third-agers are perfectly capable of long years of independent, meaningful, productive lives. Fourth-agers, even if double ageing process shall continue at previously expected pace, are not bound

to frailty. Older age dependency/frailty is merely a risk, not a certainty [2]. Therefore, many older adults may have long years of independent lives ahead.

Believes on "silver surfers" limited exclusively to economic burden to society (due to their support needs expenses and dependency ratio) are gradually falling apart. They are being replaced by new perspectives in social gerontology, reorienting towards new paradigms. According to them, over the last decades there has been a steady increase in public health, standards/quality of life and social policies' awareness as for better addressing older adults' actual needs. For that reason, some transformations appeared within the culture of ageing. Their exemplifications may be seen in e.g.:

- lesser trivialization of ageing itself, particularly in many of Central-East European countries with old models of basically family only oriented social expectations regarding older frail adults' care, including end of life care
- greater recognition of consequences behind infantilizing older adults by public services' administration, including medical encounters as well
- overall better acknowledgement of older adults' empowerment as beneficial for the society of all ages, and due to it adjoining steadily, inter alia, the goals of The 2030 Agenda for Sustainable Development [3], underlying recognition of older adults as active agents of social development to better accomplish transformation, inclusion and sustainability
- progressive connections between scientists and practitioners in ageing/gerontological fields
- yet most of all, baseline social compliance and incorporation of older adults' heterogeneity perspective, i.e. appreciation of entire diversity of older adults' individual experiences of ageing [2].

The scientific disciplines of particularly important contribution to these developments are critical and feministic gerontology. Their search for non stigmatizing discourses, narrations and environments is crucial. From the standpoint of the presented paper, critical and feministic gerontology's share is of a notable character. The critical gerontology framework is targeted at bridging the gap between the academic perceptions of successful ageing and older adults' own ones, looking into individual dimensions of ageing, detachment from normative social models of ageing. The feministic gerontology frame, in turn, proves insufficiency of analysis on gender in correlation to ageing, including relations between genders and female experiences of ageing. They both, critical and feministic gerontology, also demonstrate the courses of women and men's experiences being impacted by structural approaches and shaped by inequalities based on gender throughout cycle of life[2].

Hence I argue gender should be considered as the constitutive human feature in respect to broader ageing comprehension, not scarcely a variable. Primarily, on

the grounds that in all countries in the world women tend to outlive men, so statistically ageing is more often a feminine than masculine reality. Most importantly for the objectives of the presented paper, because relationships between genders are deeply rooted in everyday lives, they tend to stay invisible, while its consequences, on the contrary, especially on the institutional level, are so very visible. Accordingly, analysis undertaking the problem of disclosing gender relations aim at introducing the perspective of the second party, previously omitted. Truly inclusive modern reflections on ageing should follow the rule of inclusiveness, not purely accepting but also applying the perspective of both genders, women and men. It would be a residuum to a more comprehensive, further-reaching approach to ageing cognition and ageing meanings attributed by individuals of either sex. It would then, too, free from gender-oppressive nomenclature of past/traditional gender norms and behavior patterns, disclosing ageing experience in its full human form, like a coin, having both its heads and tails[2].

Family caregiving provided to frail older adults is continuously a women's domain, however over the last years, more men take up this activity/role/work, The reasons behind such a change are broadly known: altering sex norms and raising share of women on the job market. In case of older adults aged 75 and beyond, it has been estimated that spousal caregiving performed by men is more probable than vice versa, as it is men who are more statistically likely to be living with a spouse/partner at this age and hence their co-residing stretches to caregiving [4].

Generally, male caregiving has been receiving certain scientific attention [5]. Yet, the 60+ old men remain imperceptible as prime caregivers to their wives and partners, more insight is being directed to younger men and their parental roles transformations [2]. Over a decade ago, it was stated that "the invisibility of women's care work was and is not an accident. It was a strategic choice made through a series of United Nations rules (…) which described all women's unpaid work as "of little or no importance" [6]. My point here is that by invisibility of women in care work, the care work itself becomes invisible. Adjoining men into analysis, since their participation continues to grow, is freeing from dichotomous discourses appointing to care as a category of gender difference but it also allows attempts to "capture" and acknowledge care as a concept, reality and practice for increasing numbers of people [6]. Moreover, I believe it shifts certain paradigms. From a normative model of care which could be referred to as "the Vitruvian care" (reduced to care delivered by women) within intellectual humanistic traditions [7], transgressing towards post humanistic approaches, towards "the post humanistic care, where every caring person is the right one, not portrayed as a carer of a different category due to their (male) gender. After all, it is in nobody's interest to favor dialectics of the gender difference in caregiving, placing "the other", i.e. men, off the caregiving mainstream as it enforces structural ignorance. The term "structural ignorance" actually aims at managing and resolving [7] masculinism, racism, white supremacy, the dogma of scientific discovery, though

it is a very fruitful perspective when it comes to managing caregiving towards all human experience, and therefore towards its emancipation.

MALE CAREGIVER IDENTITY - THEORETICAL UNDERPINNINGS

10-25% of the total European population are informal caregivers, varying between particular countries. In Poland they make 20% of the population, in Bulgaria 10% but in Belgium, the percentage is 30, and in Greece reaches 34 [8]. However, the absolute number of informal caregivers may be of a higher volume considering many caregivers who do not identify themselves as such [6]. The majority of caregiving is provided for older adults. Their caregivers number estimations vary, too. For example, already in the end of the 1980s English research pointed at a third of frail older adults caregivers as men, while 2015 survey [9] reveals 40% of family caregivers of adults people are men. Regardless of the proportions, caregivers in general compose a diverse group, so do male caregivers, and their identity has many facets.

Yet, what is caregiver's identity? It has been presented within a Montgomery, Rowe and Kosloski theory [10] which describes this identity as a result of a relationship with the person cared for. The caregiver's identity outcome is shaped by a variety of factors. Among most relevant are: social norms and rules, individual's ethnic and cultural norms, a family one-of-a-kind ethos regulating which family member(s) take(s) up the role. Therefore from the very beginning, the identity here is the caregiver-recipient relationship's hereditary. With time, increased care demand follows as well as caregiver behaviour adaptations to new tasks and possible health deterioration of the care recipient. On identity development path may then appear contradictions between the spousal/husband previous identity and new, caregiver one. In order to achieve inner harmony with the new, more and more time/task demanding identity, a series of adjustments is required from the caregiving husband. The process of caregiving identity development includes five phases [10]:

1. taking up new activities which did not compose previous chores portfolio in spousal division of duties

2. comprehending excessive tasks as caregiving and self perception as a caregiver, proportion between previous spouse-only and present caregiver role: ca.75% to 25% (of time, tasks, efforts, etc.)

3. in addition to previous tasks, personal care pursues, possible discomfort for both parties, proportion between previous spouse-only and present caregiver role: ca. 50% to 50%

4. caregiving dominates over previous spousal role, proportion between previous spouse-only and present caregiver role: ca. 80% to 20%

5. this phase is reached when informal caregiving comes to a halt and formal one commences in a form of a nursing home, proportion between previous spouse-only and present caregiver role: ca.75% to 25%, as in phase 2.

It has to be underlined that the trajectory has its limitations. The phases vary in their realization or pace and may have a different conduct depending on a pre-care spousal relationships. Secondly, phase 5 has a limited administration in many countries, where caregiving has been imprinted in social expectations and norms as a private, family issue and family, not state/community obligation, which is the case in multitude of family care trajectories in Central East Europe. Regardless, caregiving hardship may lead to dissonance within caregiver's identity as for what is being actually done and what is perceived as what should be done within the caregiving role [10]. Moreover, I find it of great importance that caregiving identity may be attached to a person without their readiness or acceptance. This new identity attachment may take place due to a sudden life event or quite opposite - due to a progressive yet steady decrease in partner's health condition however without consent for the situation and its consequences for the caregiver. Spousal caregivers experiences may also embrace feeling obliged to perform caregiving tasks what induce inability to undertake non-care activities constructing self perception with own wellbeing being subordinate to the care recipient's one [11].

Person's identity is socially constructed, it is also a product of social interactions. The above recalled spousal experiences reflect it, too. In case of gaining caregiver's identity/being labelled as a caregiver, one can observe processes of certain absorption of an original, personal, non spousal ID. It is shadowed by feelings of insignificance or subordination to the caregiving role, as indicated earlier. Irrespective of a caregiver's identity phase, I believe this contributes substantially to possible harm or impairment of one's identity both in respect to caregiving and without it, simply as a deterioration of own wellbeing.

Therefore I find it relevant to include a perspective on **identity which is spoiled**. Erving Goffman coined the term spoiled identity in his famous book "Stigma: Notes on the Management of a Spoiled Identity" [12]. The stigma represents there an experience of living with a disfavoured attribute such as race, sexual orientation, gender, religion, size of a body or disability. In the Goffman's original inventory caregiving is not mentioned. Nonetheless, it seemed a productive attempt to investigate how caregiving identity reveals itself through features acclaimed as Goffman's spoiled identity in own research carried out among husbands caregiving for chronically ill wives, men in their seventies and beyond, members of so called Silent Generation.

METHOD

The study was carried out in 2017-2018 with men who were husbands and prime caregivers of chronically ill wives. Addendum study involved social assistance workers or care coordinators and NGO workers who supported obtaining the prime caregivers. Efforts were made to carry out spot observation, too. The study purpose was to examine male caregiving based on a conceptual framework of counter-storytelling as described by Hulco et al. [6, p.198] as "the process of creating and sharing stories that challenge dominant or normative understandings of the social worlds in which we live and work". The research has a qualitative character. Data were from semi-structured interviews, collected in many sites in Poland. A total of 60 male caregiving participants took part, aged 60-94, composing a varied group in terms of urban-rural settings, socioeconomic status and caregiving time. Addendum study covered 10 semi-structured interviews with professionals engaged in provision of caregiving services.

For the paper, I decided to limit analyses to men who were 75+ (N=19), whose wives were predominantly suffering from neurodegenerative diseases while the caregivers themselves experienced severe health deteriorations, such as various stages of cancerous conditions, cardiovascular problems, arthritis, hearing and vision difficulties, and/or advanced Parkinson Disease. All men were caregiving at their homes, that is where interviews were conducted, too, in accordance with the participants' demand.

The results presented in the paper therefore refer to the study subgroup of 19 men, 75 to 94 years of age. They represent a demographic cohort described as The Silent Generation or Traditionalists, whose early years of lives were scarred by world war I and II. The results are of a preliminary character, as the entire study analysis is in progress. Additionally, conclusions were drawn from introductory reasoning based on addendum study.

RESULTS – PRELIMINARY FINDINGS

Own research participants in most cases were somewhere within the phase 4 of Montgomery et al caregiving identity. Only three out of 19 men were in an earlier phase 3, what was a result of support received from adult children and/or a combination of substantial (i.e. couple of hours Monday-Friday) participation of social assistance with additional hours of assistance from the private sector. All men pointed at earlier phases as better, easier to bare, allowing some king of a balance between caregiving and spousal role but also between caregiving and personal identity. The earlier phases were characterised as times of more advantageous communication patterns with wives and greater degree of closeness.

According to data from men caregivers, their identity was indeed hereditary to the relationship and its history. The better the relationship history the better transmission made to caregiving experience and identity:

"If you make a promise to love someone and they loved you back for half a century, my job now is obvious, I don't think of it as a nuisance, we are fine where we are. I take care of her, that's OK, that's no big deal." [M (men) 40 (participant number)_82 (participant age)]

The caregiving identity is not recognized as such in majority of cases, instead original spousal obligation of mutual care resonates very often:

"I did say for better or for worse, now it's time to realize the vows, it could have been expected –that's life plus it could have been me and she would have given best care then so I try and do the same for her." [M14_86]

"Am I a caregiver? Hard to say, I am a husband, that's all. [M27_76]

The men caregivers' portray obtained from professionals engaged in provision of caregiving services (N=10, all females themselves in this study sample; yet another gender issue) exposes normative perception pattern as dominant and transcribes into perceiving men caregiving as lesser to women's, not accurate enough, not thorough enough, possibly inattentive and generally different to images attributed with caregiving provided by women. The men caregiving seemed necessary given the circumstances in particular study cases, yet not equal to normative, female model. It had a stigmatizing outcome but was irreflexive, perhaps due to internalization processes. For that reason I decided to analyse caregiving identity using the lens of its spoiled connotation [12]. It was quite striking how thoroughly the spoiled identity features [13] resonated with experiences of the participants.

Feature 1: isolation tendency, possible low mood/depression, anxiety and overall confusion

"There is nobody left form my old bunch, you would get away from it all at times, but there is nowhere to go, you become left alone with all that." [M (male) 21 (participant number)_78 (participant age)]

"It is sad, there is no one to love, the old her is gone, the person inside this sick body is a stranger." [M22_94]

"She became distant due to the condition, doesn't want to eat when I am near, so I must leave the room, it's hers. I eat alone then, watching TV. And that's how we live now, together but apart, it's none of my choice. You can't even visit anyone, it would be too awkward." [M38_80]

Feature 2: insecurity based on a prediction/fear of no respect from others

"I don't visit doctors who talk to me, not to her. Once I told a doctor, listen mister, she isn't translucent, there is a person in front of you, talk to the person. He mumbled something but didn't say sorry."[M40_82]

"Only once I heard >>you are a hero<<, but people don't get it what it means to take care of her, it is invisible to neighbours and own kids. No respect, no understanding, there's no point even talking about it, I must do my job, end of the story, to the very end of my life or hers." [M39_80]

Feature 3: feeling visible and judged

"An alcohol drop once in a while? Never! Imagine what could happen if anyone saw or smelled it? People would call the police, TV and portray me as a rascal who didn't care for his wife. No, it's impossible, everyone's got eyes and ears open here. I'm not the alcohol type anyhow." [M40_82]

"Even when I manage to make her want to go to a park, she must have her hair done well, and in the summer she has a perfect colourful pedicure. She's always liked that plus you know, what would people say –a former teacher and now what, she cannot look like a homeless, she's not one." [M18_84]

Feature 4: over anticipation of the supposed negatively judged feature

"There's nothing to say, every normal person will tell you the same – caregiving in such a case is a fate's punishment, destiny, whatever. You have to come to terms with it till you turn to dust, then it will be over and that would be the end of the story." [M19_82]

"Everyone around talk about her dignity, and what about my dignity? My sleep, my work? I am devoid of any rights, as a citizen too in this case. But that is of nobody's interest and I don't think the situation would change soon." [M21_78]

The inconsistency between "managing somehow" men caregivers' prevailing picture drawn by professionals engaged in provision of caregiving services and men caregivers identity uncertainty may be the cause of its spoiling. Given that identity is a product of social interactions, it was claimed in relevant theories, the inconsistence is alerting, especially that caregiving men opinions on the professionals balances between perceiving them as Goffman's *normals* and *wise* and dice loading in neither favour [11].

The caregiving performed by men seems to be stigmatised as different from typical expectations [14] towards caregiving, i.e. performed by women. The negative after-effect stretches onto a multitude of directions. Goffman's stigma [11], here analysed through caregiving lens, has a potential to shape and maintain social hierarchy. Should there be no progress as for changes in the caregiving

discourse and gender, social development and inclusive transformations will be on hold or, come to a halt. Men would then fade from caregiving not just when it comes to ageing but throughout other life stages, women would keep dominance in the caregiving field, perhaps even achieve a position now available to mother gatekeepers, as women depriving fathers from parenting experiences are commonly named. It's not win-win situation, to nobody.

Further analyses are needed and planned to achieve a more thorough insight into data and its possible implications. The preliminary view presented in the text is an obvious limitation and shall be substantially expanded in forthcoming works.

CONCLUSION

The caregiver's identity is marked by the relationships, it is fluid, shaped by many factors of an individual and social character. The identity is a consequence of the story between people in a family and may have been constituted by ambivalence, as many family relationships have. Inadequately recognized caregiving identity among men performing the role for their chronically ill wives can result in insufficient support received form informal and formal sources. When caregiving loads proceeded and caregiving role was taking over the spousal one, some men experienced malfunctions destroying own wellbeing.

Therefore narration and attention should be given to the subject because the consequences of oppressively self-perceived identity, status and situation are a threat to positively performed and experienced caregiving. Unattended, marginalised caregiving as experienced by men can result in a feeling of a hostile takeover or own life inhibitor, self negligence – all endangering caregiving as informally provided by spouse and accelerating adult children caregiving, formal-only one or institutional placement, causing distress for all parties involved.

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SELF-HARM IN ADOLESCENCE

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ABSTRACT

This study provides the synonyms for the terms deliberate self-harm and self-destructive behaviour, together with a psychological portrait of self-harming adolescents, the consequence of self-harm, the purpose of self-harm, and the forms of self-harm. It also presents the results of a survey regarding the prevalence of people with non-suicidal self-harming behaviour, the gender of people with non-suicidal self-harming behaviour, the age of the first non-suicidal self-harming behaviour in these people, the frequency of non-suicidal self-harming behaviour in these people, the association of the non-suicidal self-harming behaviour with substance misuse in these people, the relationships of the people with non-suicidal self-harming behaviour with their fathers, mothers, and siblings, the relationships of the people with non-suicidal self-harming behaviour with their friends, the possible causes of self-harming behaviour in these people, and the relationship of people with non-suicidal self-harming behaviour with religion. Some of the results confirmed literature results, while others shed a new light on other aspects related to people with non-suicidal self-harming behaviour.

Keywords: self-harm, adolescence, non-suicidal self-harming behaviour

INTRODUCTION

Deliberate self-harm (DSH) ("intentional self-injury or self-poisoning, irrespective of type of motivation or degree of suicidal intent" – [2]) is also called **focal suicide**, **intentional self-harm**, **nonsuicidal self-harm**, **nonsuicidal self-injury**, **parasuicide**, **self-abuse**, **self-destructive behaviour**, **self-harm**, **self-harm / harming behaviour**, **self-inflicted violence**, **self-injurious behaviour**, **self-injury**, **self-mutilation**, **self-mutilative behaviour**, **self-wounding**, and **suicidal self-harm**. **Self-destructive behaviour** has for synonyms, according to [11]: *antisuicide*, *carving*, *delicate cutting*, *indirect self-destructive behaviour*, *nonfatal suicide*, *parasuicidal behaviour*, *self-attack*, and *wrist slashing*, terms unfortunately not defined. No matter the term used, self-injury has its place in the hierarchy of self-injurious thoughts and behaviours, where it is important to distinguish between self-injurers with intent to die and self-injurers without intent to die [1], [8]

The majority of self-mutilators are adolescents or young adults, are aged in middle to late adolescence at the first episode of self-mutilation, are angry and anxious, are mostly female, are often underemployed and are single; they have a lower vocational achievement in spite of equivalent education and more extensive treatment histories than other personality-disordered patients; and they tend to have more suicidal ideation and more past suicide attempts independent of their self-mutilation. Self-harm behaviours are compulsive, episodic, purposeful, repetitive, ritualistic, and sometimes accompanied by anxiety and/or depression [15]. It is imperative to identify and control these behaviours because self-harm has short- and long-term consequences such as distress, mental ill health, physical ill health, poor educational, vocational & economic participation outcomes, poor treatment responses, repeat episodes of self-harm, suicide attempts, suicide & premature mortality, substance misuse, and traffic accidents [3], [4], [14]. Though self-harm is not suicide, it may become suicide [6], [10], [13].

The **purpose of self-harm** may be one of several of the following: change emotional pain into physical pain, create a reason to physically care for themselves, escape traumatic memories, express something that is hard to put into words, express suicidal feelings and thoughts without taking their own life, have a sense of being in control, have something in life that they can rely on, punish themselves for their feelings and experiences, reduce overwhelming emotional feelings or thoughts, stop feeling numb, disconnected or dissociated, or turn invisible thoughts or feelings into something visible [5], [6], [7], [9], [12].

Are **forms of self-harm**: biting, bone breaking, branding, bruising, castration, derma abrasion / abuse / contusion or self-inflicted epidermal damage (skin banging, skin burning, skin carving with designs, words, or other symbols, skin cutting, skin piercing, skin picking, self- / skin punching), excessive body piercing, excoriations, eye enucleation, eyeball pressing, finger biting, food refusal / restriction, hanging, head banging, exercising excessively, getting into fights where one gets hurt, hitting, inserting objects into body, interference with wound healing, jumping from a height, jumping in front of a car / train / metro train, limb amputation, marking, needle sticking, pinching, promiscuity, pulling hair, pulling skin, scratching, self-cutting, self-hitting, self-poisoning (with alcohol; overdosing with drugs / medicines such as antidepressants, non-opiate analgesics, paracetamol, sedatives, tranquillisers; non-ingestible substances such as household bleach, recreational drugs), shooting, stabbing, swallowing objects, tattooing, wrist slashing, self-destructive behaviours (drinking, over-eating, smoking, under-eating).

MATERIAL AND METHOD

Two hundred and seventy-six respondents – adolescents and young people – were asked to participate in a survey based on a 10-item questionnaire containing closed questions regarding *people with non-suicidal self-harming behaviour* in their entourage. This indirect approach to the issue is justified by the reservation

adolescents and young people have when asked to speak openly about their own problems – particularly when they are asked to speak about delicate matters such as alexithymia, anxiety, depression, self-harm, or suicide. Responses are analysed and discussed below, and correlations are made with results in literature, where the case.

RESULTS AND DISCUSSION

Responses to Question no. 1 – *Is there anyone in your entourage with non-suicidal self-harming behaviour?* are summarised in Figure 1 below.
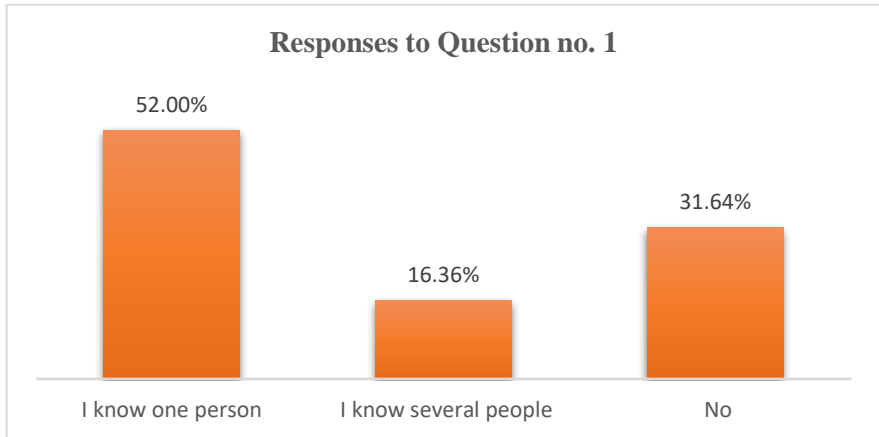

Figure 1. Responses to Question no. 1

Of the 276 respondents, 275 responded this question: more than half of respondents (52.00%) *know somebody with a non-suicidal self-harming behaviour*, 16.36% of respondents *know several people with such a behaviour*, and 31.64% respondents said *they did not know any*.

Responses to Question no. 2 – *The people with non-suicidal self-harming behaviour is/are males or females?* are summarised in Figure 2.
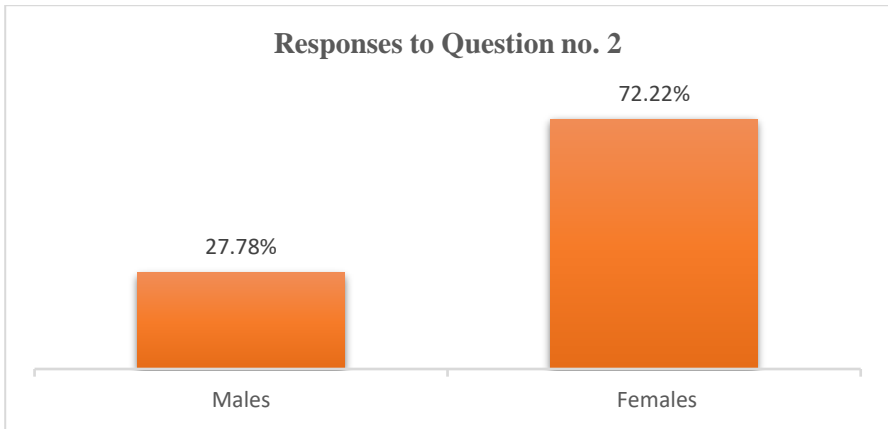
Figure 2. Responses to Question no. 2

Only 198 respondents of the 276 answered this question: 72.22% identified people with a non-suicidal self-harming behaviour as females, while 27.78% identified them as males. These results confirm results in literature: self-harming people are mostly females.

Responses to Question no. 3 – *At what age did the people with non-suicidal self-harming behaviour start this behaviour?* are summarised below.
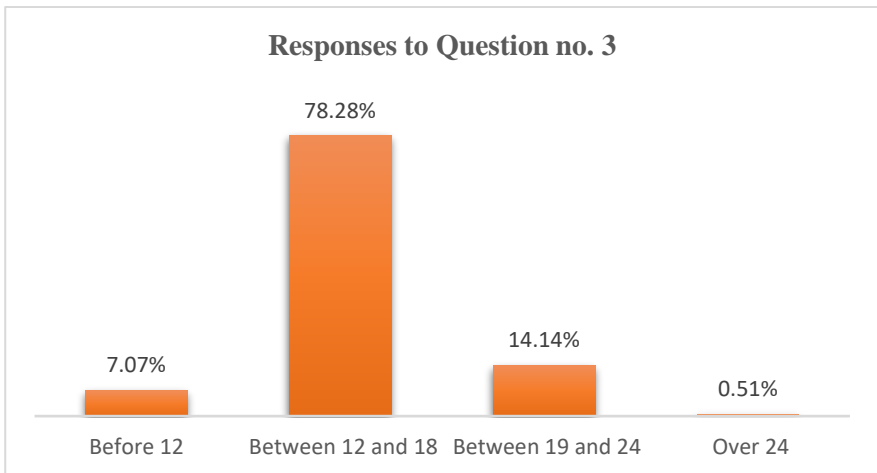

Figure 3. Responses to Question no. 3

Only 198 respondents of the 276 answered this question: 7.07% were people with a non-suicidal self-harming behaviour aged below 12, 78.28% were people aged 12-18, 14.14% were people aged 19-24, and 0.51% was a person aged 24+ (0.51%). These results confirm results in literature: self-harming people are

mainly adolescents or young adults, aged in middle to late adolescence at the first episode of self-mutilation.

Responses to Question no. 4 – *How many times did the people with non-suicidal self-harming behaviour have this behaviour?* are summarised in Figure 4 below.
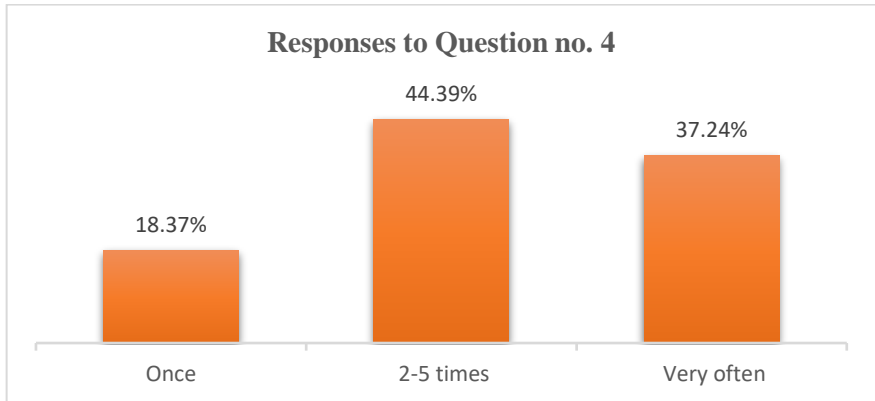
Responses to Question no. 4

	18.37%	44.39%	37.24%
	Once	2-5 times	Very often

Figure 4. Responses to Question no. 4

Only 196 respondents of the 276 answered this question: 18.37% were people with a non-suicidal self-harming behaviour who did it *once*, 44.39% people who did it *2-5 times*, and 37.24% people who did it *very often*. These results confirm results in literature: self-harm behaviours are repetitive.

Responses to Question no. 5 – *To your knowledge, did the people with non-suicidal self-harming behaviour take drugs or other hallucinogenic substances?* are summarised in Figure 5.
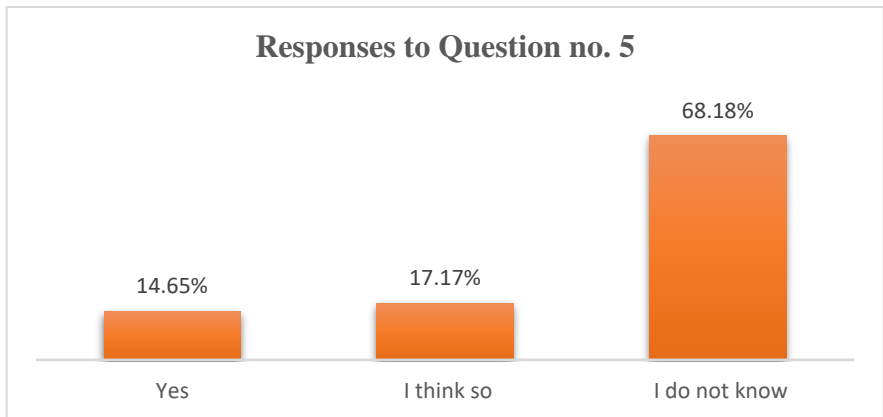
Responses to Question no. 5

	14.65%	17.17%	68.18%
	Yes	I think so	I do not know

Figure 5. Responses to Question no. 5

Only 198 respondents of the 276 answered this question: 14.65% of respondents were confident the people with a non-suicidal self-harming behaviour took drugs or other hallucinogenic substances, 17.17% thought they did, and 68.18% said they did not know anything about it. These results confirm results in literature: people with self-harming behaviour also have substance misuse issues.

Responses to Question no. 6 – *How would you characterise the relationships of the people with non-suicidal self-harming behaviour with their fathers, mothers, and siblings?* are summarised below.
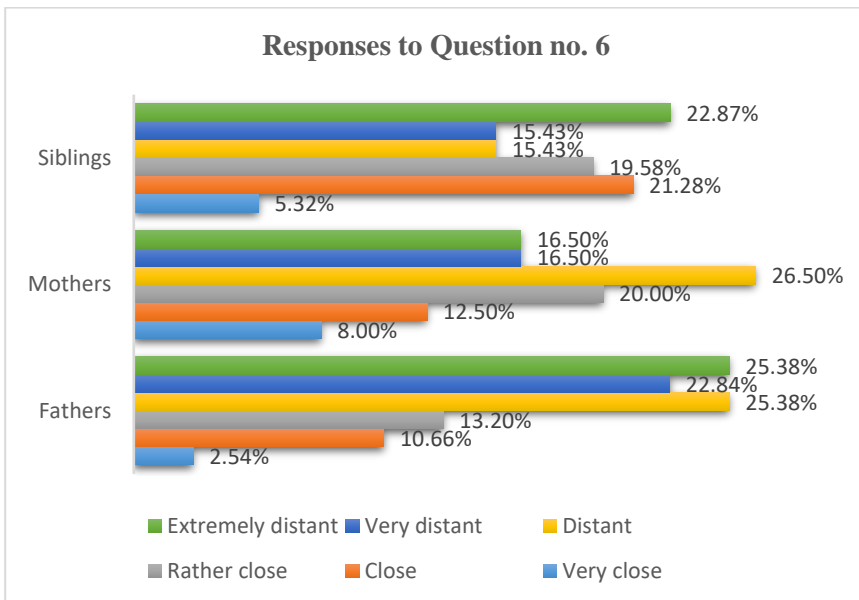

Responses to Question no. 6

Siblings
- 22.87%
- 15.43%
- 15.43%
- 19.58%
- 21.28%
- 5.32%

Mothers
- 16.50%
- 16.50%
- 26.50%
- 20.00%
- 12.50%
- 8.00%

Fathers
- 25.38%
- 22.84%
- 25.38%
- 13.20%
- 10.66%
- 2.54%

Legend: ■ Extremely distant ■ Very distant ■ Distant ■ Rather close ■ Close ■ Very close

Figure 6. Responses to Question no. 6

Only 195 respondents of the 276 answered this question: 8.00% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their mothers as *very close*, 5.32% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their siblings as *very close*, and only 2.54% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their fathers as *very close*; 25.38% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their fathers as *extremely distant*, 22.87% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their siblings as *extremely distant*, and 16.50% of respondents characterised the relationship of the people with a non-suicidal self-harming behaviour with their mothers as *extremely distant*. Overall, **mothers** scored the highest in *very close* relationships and the least in *extremely distant* relationships, **fathers** scored the least in *very close* relationships and the highest in *extremely distant* relationships,

while the scores of the **siblings** ranged between the scores of the mothers and fathers. These results confirm results in literature: low percentages in closeness might explain why people with a non-suicidal self-harming behaviour need to change emotional pain into physical pain.

Responses to Question no. 7 – *How would you characterise the relationships of the people with non-suicidal self-harming behaviour with their friends?* are summarised in Figure 7 below.
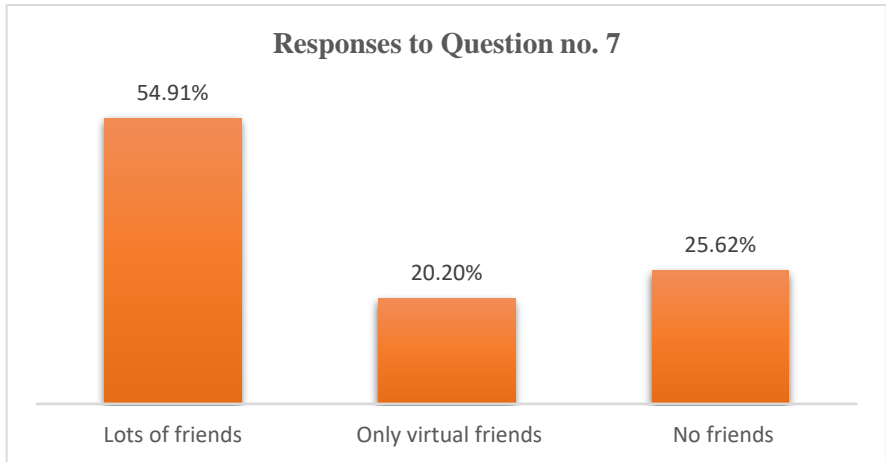

Figure 7. Responses to Question no. 7

Only 203 respondents of the 276 answered this question: according to them, 54.91% of people with a non-suicidal self-harming behaviour have *lots of friends*, 20.20% of them have *only virtual friends*, and 25.62% have *no friends*. These results confirm results in literature: people with a non-suicidal self-harming behaviour need to create a reason to physically care for themselves and have something in life that they can rely on.

Responses to Question no. 8 – *Which of the following causes for self-harming behaviour seems to you more close to the real one?* are summarised in Figure 8.
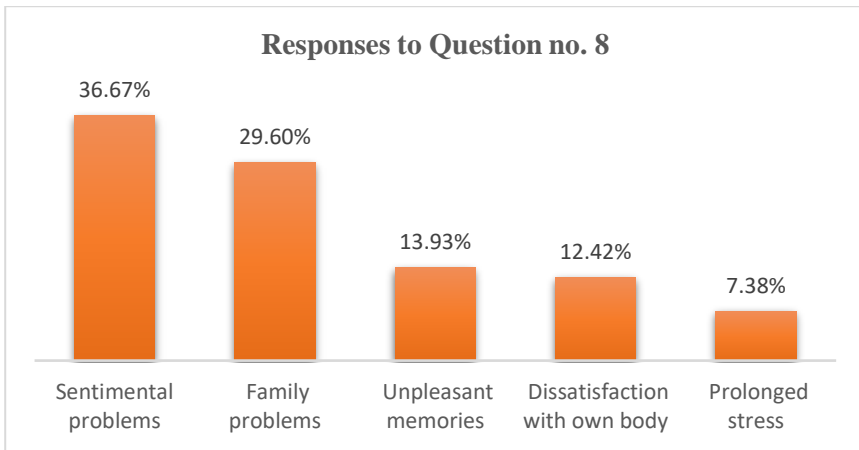
Figure 8. Responses to Question no. 8

Only 198 respondents of the 276 answered this question: according to them, 36.67% of people with a non-suicidal self-harming behaviour harmed themselves because of sentimental problems, 29.60% of them did it because of family problems, 13.93% did it because of unpleasant memories, 12.42% did it because they were not satisfied with their own aspect, and 7.38% did it because of the high-level stress. This confirms results in literature: people with a non-suicidal self-harming behaviour harm themselves because they need to change emotional pain into physical pain, escape traumatic memories, express something that is hard to put into words, have a sense of being in control, have something in life that they can rely on, punish themselves for their feelings and experiences, reduce overwhelming emotional feelings or thoughts, or stop feeling numb.

Responses to Question no. 9 – *People with a non-suicidal self-harming behaviour come from which environment – urban or rural?* are summarised below.
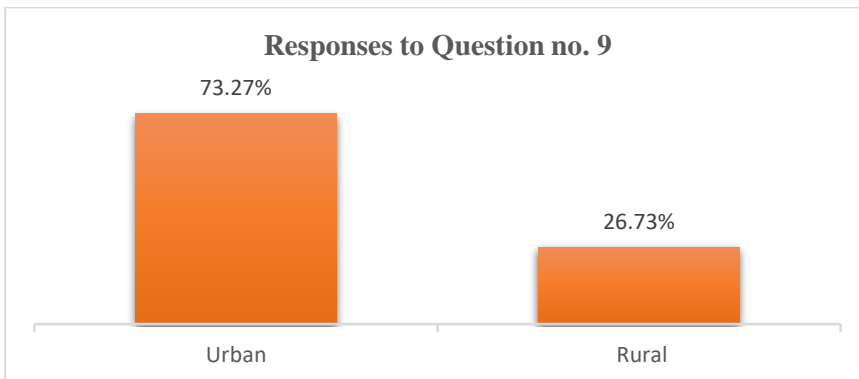

Figure 9. Responses to Question no. 9

One hundred and forty-eight people (73.27%) with a non-suicidal self-harming behaviour come from the urban environment, while 54 (26.73%) come from the rural environment.

Responses to Question no. 10 – *People with a non-suicidal self-harming behaviour are believers and go to church regularly or are they not believers?* are summarised in Figure 10 below.
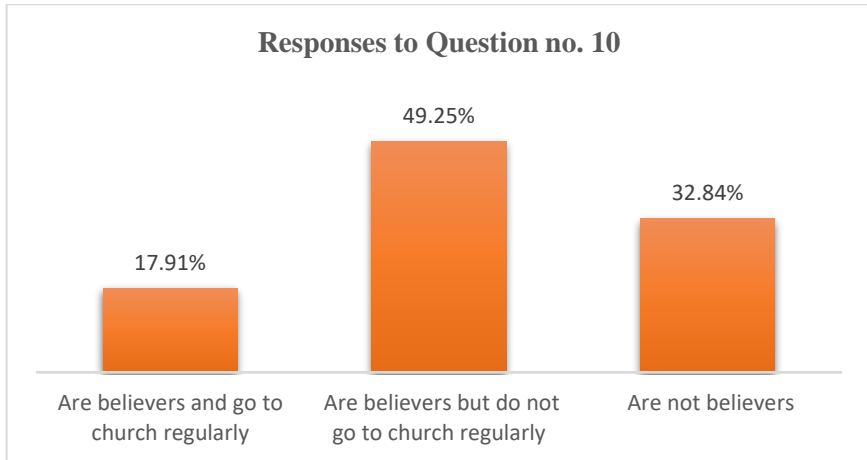

Figure 10. Responses to Question no. 10

Cumulated, the percentage of people with a non-suicidal self-harming behaviour that are believers and go to church regularly or not (67.16%) is more than twice the percentage of people with a non-suicidal self-harming behaviour that are non-believers (32.84%), which means that religion is not an answer to their issues.

CONCLUSION

The results above confirm some of the results presented in literature: self-harming people are mostly females; self-harming people are mainly adolescents or young adults, aged in middle to late adolescence at the first episode of self-mutilation; self-harm behaviours are repetitive; people with self-harming behaviour also have substance misuse issues; low percentages in closeness (to their fathers, mothers, and siblings) might explain why people with a non-suicidal self-harming behaviour need to change emotional pain into physical pain; people with a non-suicidal self-harming behaviour need to create a reason to physically care for themselves and have something in life that they can rely on; people with a non-suicidal self-harming behaviour harm themselves because they need to change emotional pain into physical pain, escape traumatic memories, express something that is hard to put into words, have a sense of being in control, have something in life that they can rely on, punish themselves for their feelings and

experiences, reduce overwhelming emotional feelings or thoughts, or stop feeling numb.

The results above also shed a new light on other aspects regarding people with a non-suicidal self-harming behaviour: two thirds of people with a non-suicidal self-harming behaviour are known to the people in their environment – which means that, at some point in time, they could get the support they desperately need; religion is not an answer to the problems of people with a non-suicidal self-harming behaviour.

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SOCIAL WORK IN ROMANIA IN THE TIME OF THE COVID-19 PANDEMIC: STRENGTHS AND WEAKNESSES

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ABSTRACT

The Covid-19 pandemic has posed great challenges for all social work clients and their families, caregivers, medical and mental health care providers, and support systems. Social work clients are vulnerable to the detrimental effects of restrictions (isolation) and are confronted with adverse consequences from distancing and new rules, which may trigger or worsen psychiatric disorders (anxiety, depression, self-harm, substance abuse, suicidal behaviour and thoughts), according to recent literature (March-May 2020). This paper presents the results of a survey of Romanian social workers aimed at identifying both positive and negative effects of the Covid-19 pandemic on both social workers and their clients.

Keywords: social work, Covid-19 pandemic, negative effects, positive effects

INTRODUCTION

The Covid-19 pandemic has had effects at all levels: political, cultural, and social, but the overwhelming majority of studies published in March-May 2020 have focused on social issues: care (Cao et al., 2020 [2]; Crespo-Facorro, 2020 [13]; Dalton, Rapa & Stein, 2020 [4]; Golightley & Holloway, 2020 [5]; Gunnell et al., 2020 [6]; Mackolil & Mackolil, 2020 [7]; Naguy, Moodliar-Rensburg & Alamiri, 2020 [8]; Odriozola-González, Planchuelo-Gómez, Irurtia & de Luis-García, 2020 [9]; Ovejero, Baca-García & Barrigón, 2020 [10]; Satre et al., 2020 [12]; Seidi, Ardebil & Jaff, 2020 [13]; W.H.O. [15], 2020), equality (U.N.O., 2020) [1]4 , and risks (Ragavan et al., 2020) [11]. This study presents the impact (positive and negative effects) of Covid-19 on Romanian social workers and their clients from the perspective of social workers. The term "social worker" covers, in this paper, positions such as social workers, support workers, therapists, volunteers, and managers in the social work system.

MATERIALS AND METHODS

The 36 respondents (31 females and 5 males) are from cities and towns all over Romania: Bucharest (the capital), Arad (Arad County), Botoşani (Botoşani County), Cluj-Napoca (Cluj County), Reşiţa (Caraş-Severin County), Haţeg (Hunedoara County), Drobeta-Turnu Severin (Mehedinţi County), Suceava (Suceava County), Jimbolia and Timişoara (Timiş County). Female respondents are social workers (26), managers (3), ergo-therapists (1), and volunteers (1),

while male respondents are managers (3), social workers (1), and a support worker (1). As for educational background, their maximum qualification levels are degrees in Social Work at bachelor level (13 females and 1 male), masters level (17 females and 3 males), and doctoral level (1 female and 1 male). The 30 female respondents are aged 21-30 (9), 31-40 (11), 41-50 (7), and 50+ (4), while male respondents are aged 41-50 (3) and 50+ (2). Regarding work experience, female respondents have below 10 years (17), between 11 and 20 years (10), and over 21 years (4) of experience, while male respondents have between 11 and 20 years (3) and over 21 years of experience (2). There are both female and male respondents working in urban (28 and 5) and rural (12 and 1) areas.

The research method consisted of a survey based on a questionnaire containing eight questions (four open answer and four multiple-choice response questions).

RESULTS AND DISCUSSION

Reponses to Question 1, How did you work during the state of emergency [when lockdown restrictions were most stringent] (from home, long shifts, 8 hours/day, etc.)? Please detail in a maximum of 10 lines, show that respondents (both females and males) worked in a wide variety of single and hybrid patterns during the 60 day state of emergency – remote work (online or over the phone), in isolation in an institution (shelters), normally (8 h/day at the office or in the field), suspension of work – and according to a wide range of unplanned adaptations of working pattern – normal schedule (8 h/day) and/or shifts (8-hour shifts in the morning, in the afternoon, or at night, or 12-hour shifts during the day/night and 16-hour shifts during the day and night), or simply as long as it took to accomplish a particular task. One respondent was even asked to take a 2-week vacation during the pandemic to avoid suspension of work. But remote work, office work, and field work were the most frequent. This points to a high degree of adaptability on the part of the social workers, managers, therapist, and volunteers questioned.

Responses to Question 2, Did you have feelings of fear during that period? Did the beneficiaries of social services express their fears? If so, how? Tell us at least one story in a maximum of 10 lines, show partially different feelings in respondents and in their clients. Thus, almost half of respondents claimed they were not afraid of the pandemic, but rather anxious, confused, furious, or impotent. Their fears, when present, concerned the economic impact of the pandemic, the health of their families, clients, and colleagues (the fear of transmitting the disease to them and/or of catching it from them), the measures taken, their own health, the risk of failing to comply with the new rules, the statistics presented by the media, and uncertainties about decisions and the general situation. A.S., male, late 50s, manager of the Bucharest General Directorate of Social Assistance, said, "There was certainly a sense of fear, fuelled by the unprecedented measures imposed, by the alarming statistics constantly

transmitted by TV stations, by the lack of adequate protective equipment, by my pre-existing asthma." A few respondents claimed they did not experience fear because they believed in God. As for their clients (the beneficiaries of social work services), they were afraid of dying, of the economic impact on their families, of the future (cessation of work, food, income, isolation, lack of ICT equipment for their children, lack of money, loss of job, housing), of the novelty of the situation, of transmitting the disease to their families, of the unknown, of the virus, and of the negative impact on the psychological wellbeing of their children. Overall, their fears were related to material (food), medical, and social issues. They also experienced agitation, anxiety, being thrown off balance functionally, depression, frustration, loneliness, panic attacks (in refugees), restlessness, sadness, stress, tiredness, and uncertainty, and found themselves more than usually cautious. Some attributed their lack of fear to their trust in God. A.C., female, late 40s, social worker in Drobeta-Turnu Severin, said, "The beneficiaries expressed their fears not necessarily about the outbreak, but about food, medication and the necessities of life. They did not fully understand what was happening and the restrictions imposed by the authorities were not respected locally."

Responses to Question 3, What would be three advantages (strengths, opportunities) and three disadvantages (weaknesses, threats) that you noticed in working with clients during this 60-day state of emergency and which characterized the COVID-19 pandemic? Please detail in a maximum of 20 lines, can be grouped into respondent- and client-related responses. Thus, in the respondent dimension, the Covid-19 pandemic has had the following positive effects: acquisition of new professional skills, better acquaintance with clients and colleagues, better appreciation of activities, services, and staff by the clients, better communication with clients, their families and colleagues, better cooperation in religious matters and better cooperation with clients and their families, better financial management, better interaction with clients, better introspection, better parent-child/children relationship, better potential in clients, better prioritisation, better relationships with institutions, better remote work, better teamwork, better time management, better use of online operations, better work coordination, building up stronger families, challenging situations, church involvement, clients' availability for dialogue, closer contact with the clients ("one-click distance"), commitment to observing pandemic rules, community support through fund-raising activities, decrease of client numbers, deeper understanding of people's issues (homelessness), desire to keep contact with social workers, disruption of clients' unhelpful associations, feeling as if one were vacationing, feeling of safety, enhanced openness of clients, greater flexibility of activities, higher quality of social services, identification of new needs in clients, clients being unable to purchase illegal drugs, improvement of one's activities, of clients' attitude toward education and the value of schooling, improvement of professional activities, increased awareness of human vulnerability and of the importance of social work among clients (parents), increased social involvement, increased spirituality, less stress, lighter traffic, local community involvement, lower travel expenses, meeting wonderful people, saving money, more activity,

more balanced spending, more client openness, more closeness, more creativity, more direct interaction with clients, more effectiveness, more positive approach, more time spent with clients, opportunity to meet clients and donors, simplification of administrative tasks, spending quality time with clients, and testing the organisation's ability to face pandemics. R.L., female, late 20s, volunteer in Jimbolia, said, "I believe that during this period financial and material resources were much better tracked and managed. If, before, we tended to say yes to anyone who asked, during this period we were much more careful about to whom and why we said yes", and B.C., female, late 20s, social worker, said, "Children coped with this period well: we could see, in the case of a girl who had certain problems at school, that this period changed the situation; another teenager, who is about to turn 18, wanted to leave the protection system, but this period allowed him to achieve what he really wants. The breaking up of some entourages did the children good. During this time of isolation, children learned to value school more."

Respondents indicated the following as negative effects of the Covid-19 pandemic: addiction to online environment, anxiety in clients, having to stop certain activities, changes in everyday routine, clients' inability to refer to other people from the institution, closing of shelters, confusion in clients, depression in clients, difficult communication, time management, documenting cases, burden of additional paperwork, identifying individual and specific client needs, difficulties with schooling online, difficulty resolving current problems at work and working with vulnerable people, digitalization of services (because clients cannot always use ICT to communicate), domestic violence in clients, extra expense on phone calls, feeling of isolation in clients, frustration caused by travel restrictions, impossibility of assessing results on a regular basis, of completing tasks, of conducting social inquiries, of counselling rural clients whose financial challenges were often – due to their situations – more acute, of meeting all clients' demands, of monitoring clients' progress, of recruiting new clients, of visiting clients, of complying with emergency situation rules. To these we must add coping with anxiety and depression, improper language use by clients, increased dysfunctionality in dysfunctional families, increasing egocentricity in clients, inefficiency of online counselling, isolation from school and colleagues, lack of communication with drug addicts, lack of confidence in authorities, lack of face-to-face communication and interaction between social workers and clients and between child clients, lack of freedom of movement, lack of group gatherings, lack of ICT skills in clients, lack of Internet connection, laptops, phones, and tablets, lack of material resources because of unemployment, lack of non-verbal communication feedback (due to masks), lack of physical contact, lack of proper educational environment, of proper protection equipment, of proper social services for homeless people and of visual contact, less financial support from the community, not enough staff, occupational hazards, panic in clients, physical, psychological, social, and spiritual regression in children (because they could not undertake physical exercise), poor communication between institutions and clients, poor contact with clients, psychological distancing between social worker

and clients, restlessness in clients, restrictions, stress caused by the novel context, suspension of pro-life campaigns, time limits in social worker-client interaction, tiredness caused by activities with clients, too much time spent online, total dependence on online media, wasting time procuring protection equipment, and work piling up. A.B., female, late 40s, social worker in Timisoara, said, "Frustration of not being able to work to full potential because of travel restrictions, lack of face-to-face communication, decreased ability to evaluate results.", while L.M., female, 50+, manager, said, "This period fostered the development of selfishness. People were much more self-centred, more individualistic. Social isolation triggered depression, panic and confusion. Human-to-human connection was greatly reduced, and the masked smile and the cumbersome communication resulted in the cooling of human relations, a much deeper distancing than the physical one."

Responses to Question 4, What types of beneficiaries (children with disabilities, orphans, poor, elderly) do you have in your projects? Please detail in a maximum of 10 lines, show that respondents work with a wide range of people: abandoned children, abused children, children raised by their grandparents, children with learning difficulties, dropout children, foster home children, underage mothers, child refugees, orphans, street children, teenagers, young delinquents, and young people over 18; pregnant women at risk, widows, women at risk, women with children at risk, and women with unplanned pregnancies; people with learning difficulties and people with addictions; victims of family violence (children, women, men, elderly); families at risk of poverty, families with children, low-income families, minimum income families, mono-parental families, no-income families, and poor families; applicants for social housing, beneficiaries of social incentives, elderly, and homeless people.

CONCLUSION

The results of this survey confirm those of similar surveys regarding the practice of social workers in other parts of the world. Thus, the International Federation of Social Workers carried out a study of the ethical challenges faced by 607 social workers from 54 countries during the Covid-19 pandemic (6th-18th May 2020) (Banks et al., 2020) [1] : it concluded that Covid-19 and measures to control and prevent its spread have restricted the services and responsibilities usually carried out by social workers (working schedule patterns; feeling of frustration caused by the lack of face to face communication and by the impossibility of assessing results; hindered office work; too much dependence on ICTs; time management issues; tiredness; impossibility of contacting certain families, of taking proper measures for the beneficiaries, and of working in the field; improper language used by the beneficiaries; lack of adequation of measures to the beneficiaries' needs, of enough staff, and of funds; occupational hazards; panic; stress), while generating new needs and demands (managing aggressivity, confusion, anxiety, depression, despair, egotism, fear, violence; dealing with the lack of proper ICT equipment; dealing with economic issues, with improper social

integration, lack of community support and of trust in authorities, with the negative impact of media, with poor communication between institutions and beneficiaries).

Romanian respondents were different to expectations: both social workers and beneficiaries were more concerned about their families than about themselves. Among the various advantages of working in a Covid-109 pandemic environment, the reduced availability of drugs was the most striking one, followed by increased closeness and openness in beneficiaries of social services, by better cooperation between social workers and beneficiaries, and by improved teamwork. Remote working triggered great changes in the way social workers interact with their beneficiaries, detrimental to face to face interaction that is crucial in social work.

The Covid-19 pandemic-related effects on social workers and their clients in Romania have been almost exclusively social and practical in nature. The psychological wellbeing of social workers and of their clients has not emerged as a major minor concern.

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STUDIES ON THE CYTOTOXIC POTENTIAL OF THE EXTRACT OF USNEA BARBATA (L.) F.H.WIGG.

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ABSTRACT

Usnea barbata (L.) F.H.Wigg. is a fruticose lichen widespread in coniferous forests in the temperate zone of Europe and North America. The special dual structure of lichens, the result of the symbiosis between a fungus and an alga / cyanobacteria and the specific conditions in which they live, determine the synthesis of many special organic compounds - secondary metabolites - which ensure optimal protection against disturbing physical and biological factors.

The present study aims to evaluate the cytotoxic activity of the extract of *Usnea barbata* (L.) F H Wigg. The cytotoxic activity was evaluated on the swimming larvae of *Artemia salina* L. The results was appreciated by the larvae mortality in contact with solutions of different concentrations of extract in dimethyl sulfoxide, comprised in the range 30 - 266 µg/mL; the highest mortality rate was obtained at 266 µg/mL. In conclusion, the present study shows that the extract of *Usnea barbata* (L.) F.H.Wigg. has cytotoxic properties; the cytotoxicity is directly proportional to the concentration of the applied extract solution.

Keywords: *Usnea barbata (L.)F.H.Wigg. extract, cytotoxic action, Artemia salina L.*

INTRODUCTION

Usnea barbata (L.) F.H.Wigg. is a fruticose lichen widespread in coniferous forests in the temperate zone of Europe and North America. The special dual structure of lichens, the result of the symbiosis between a fungus and an alga / cyanobacteria and the specific conditions in which they live, determines the synthesis of many metabolic products, which provide optimal protection against disturbing factors, physical and biological [1]. These specific secondary metabolites have multiple biological actions, which is why *Usnea barbata* (L.) F.H.Wigg has been used in traditional medicine for thousands of years, in the treatment of various diseases [2]. Previous determinations have demonstrated the

presence of polysaccharides, polyphenols and usnic acid in the extracts of *Usnea barbata* (L.) F.H.Wigg. [3].

The most important secondary metabolite, common to all the species of the genus *Usnea* is usnic acid - a chemical compound with dibenzofurane structure, responsible for most of the biological actions of these lichens [4],[5].

The aim of the present study is the evaluation of the cytotoxic action of the extract of *Usnea barbata* (L.) F.H. Wigg. on *Artemia salina* L. [6].

MATERIAL AND METHOD

1. Harvesting and identification of the vegetal product

Usnea barbata (L.)F.H.Wigg was harvested from the Călimani mountains (altitude = 900 m), Suceava county, Romania; the identification of this lichen species was performed at the Department of Pharmaceutical Botany of the Faculty of Pharmacy, Ovidius University - Constanta.

2. Plant material and lichen extract preparation

The freshly harvested lichen was cleaned of impurities and dried at a constant temperature, below 25° C, in an airy room, sheltered from the sun's rays [7].

The dry lichen was ground in powder form and refluxed at Soxhlet for 8 hours with acetone, at 70° C. After refluxing, the evaporation of the solvent was performed on a rotary evaporator and the dry acetone extract obtained (UBE) was transferred to a sealed glass vessel and stored in a freezer at a temperature below -20° C until further processing [7].

3. Evaluation of the cytotoxic action of the extract of Usnea barbata (L.) F.H.Wigg. on Artemia salina L.

Artemia salina L. is a highly resistant organism to extreme environmental conditions: it tolerates high saline concentrations of up to 30% and, in the dehydrated cyst stage, can survive in conditions of prolonged drought, high temperature (up to 80° C), absence of oxygen and in environments with high toxicity. By hydration, in the presence of oxygen, free, swimming larvae hatch from the cysts [6],[8].

The present study evaluated the cytotoxic effect of UBE on the *Artemia salina* L. larvae, quantified by their mortality rate after an established contact time [9]. This method is a preliminary, effective, fast and cheap screening bioassay for cytotoxic compounds. Over the time, its applicability has been extended to plant extracts to facilitate the isolation of biologically active phyto-components [6].

Working hypothesis: the chemical constituents of UBE have cytotoxic action, which could cause the death of *Artemia salina* L. larvae.

Aim of work: preliminary evaluation of the cytotoxic effect of UBE on *Artemia salina* L.

Working technique: Well plates were used, in each were being introduced 10 - 20 larvae of *Artemia salina* L. which were contacted with 6 successive dilutions of UBE. For control, *Artemia salina* L. *larvae* were monitored for 72 hours in the saline solution and in dimethyl sulfoxide (DMSO), the solvent in which UBE was solubilized [10].

The quantification of the effects at macroscopic level was performed by measuring the survival level of *Artemia salina* L. larvae, under conditions of exposure to different concentrations of UBE in DMSO for 24 h [11]. At the microscopic level, observations were made on live larvae to highlight cellular changes associated with possible cytotoxicity of the extract.

RESULTS

After 72 hours of contact of *Artemia salina* L. larvae with 0.3% saline solution and 0.1% DMSO 100 µl/mL, the results obtained at each of the 4 times (T1-T4) repeats showed that the 2 solutions did not have cytotoxic effect on them (Table I).

Table I. *Test results for the effects of 3% saline solution and 0.1% DMSO 100 µl/mL on Artemia salina L.*

	Artemia salina L.	Saline solution 3%			DMSO 0,1%, 100 µl/mL		
	Time of exposure	24h	48h	72h	24h	48h	72h
T1	Total larvae	20	20	20	16	16	16
	Dead larvae	0	0	0	0	0	0
	Mortality %	0	0	0	0	0	0
T2	Total larvae	18	18	18	20	20	20
	Dead larvae	0	0	0	0	0	0
	Mortality %	0	0	0	0	0	0
T3	Total larvae	14	14	14	17	17	17
	Dead larvae	0	0	0	0	0	0
	Mortality %	0	0	0	0	0	0
T4	Total larvae	12	12	12	23	23	23
	Dead larvae	0	0	0	0	0	0
	Mortality %	0	0	0	0	0	0
Total T1 - T4	Total larvae	64	64	64	76	76	76
	Dead larvae	0	0	0	0	0	0
	Mortality %	0	0	0	0	0	0

The solvent used for the preparation of the 6 dilutions of UBE, DMSO 0.1% 100 µl / mL, is not toxic to *Artemia salina* L. larvae; the results of the preliminary toxicity test reveal only the cytotoxic effect of UBE.

After 24 hours of contact of *Artemia salina* L., the dead larvae were counted for each of the 4 times repeats (T1-T4) then these values were added together to obtain an overview of the cytotoxic effect. The obtained values are summarized in Table II.

The data included in this table shows that the intensity of the cytotoxic effect is directly proportional to the UBE concentration. Thus, after 24 hours of contact, the percentage of the larvae mortality, compared to the lowest concentration of UBE (C6 = 30 µg/mL) is 2.5 times higher at C3 = 100 µg/mL and 3.5 times higher at C1 = 266 µg/mL (Table II).

Table II. *Results of T1-T4 cytotoxicity tests on Artemia salina L at 24 hours*

	Sample Code	C1	C2	C3	C4	C5	C6
	Concentration of UBE (µg/mL)	266	200	100	70	45	30
T1	Total larvae	11	11	12	15	13	12
	Dead larvae moarte	7	4	9	4	1	1
	Mortality %	63.64	36.36	75	26.67	7.69	8.33
T2	Total larvae	16	15	15	10	9	13
	Dead larvae	13	10	8	4	2	5
	Mortality %	81.25	66.67	53.33	40	22.22	38.46
T3	Total larvae	12	18	16	13	13	13
	Dead larvae	9	10	5	5	3	3
	Mortality %	75	55.55	31.25	38.46	9.09	10
T4	Total larvae	6	13	14	10	11	10
	Dead larvae	4	5	6	5	1	1
	Mortality %	66.67	38.46	42.86	38.46	9.09	10
Total T1-T4	Total larvae	45	57	57	51	46	48
	Dead larvae	33	29	28	18	7	10
	Mortality %	73.33	50.88	49.12	35.29	15.22	20.83

Using the total data presented in Table II, the graph of the average mortality rate expressed as a percentage, compared to the concentrations of the UBE in the tested solutions (Figure 1) was compiled.
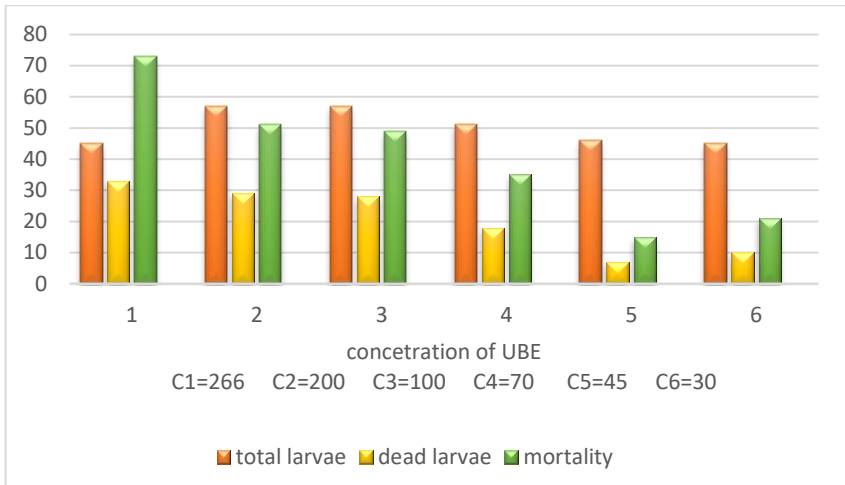
Figure 1. *Results of toxicity tests on Artemia salina L., after 24 hours*

The microscopic analysis on the *Artemia salina* L. larvae, showed that the growth process was not affected; it can be considered that mortality of the *Artemia salina* L. larvae is due to the blockage of cellular activity after accumulation of UBE at this level.

DISCUSSIONS

The analysis of the total data presented in Graphic 1, showed that the cytotoxic effect is directly proportional with the UBE concentration.

The data from the accessed literature revealed comparable evaluations to our study, which were performed using other lichen species [11]. Thus, Paudel et al., obtained similar results in the preliminary study of cytotoxicity on *Artemia salina* L., for 24 species of lichens from Nepal [12].

CONCLUSIONS

The cytotoxic activity of the dry extract of *Usnea barbata* (L.)F,H,Wigg is directly proportional with the concentration of UBE, assessed by the high mortality rate of *Artemia salina* L. larvae.

The results of our preliminary study provide a valuable basis for future *in vitro* and *in vivo* studies, in order to suppose the mechanisms of UBE cytotoxic activity on the normal and tumor cells.

ACKNOWLEDGEMENTS

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STUDY ON THE EVALUATION OF ORAL REHABILITATION USING DENTAL IMPLANT BY QANTIFYING OSTEOPROTEGERIN AND INTERLEUKIN 1- β

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ABSTRACT

Partial and total edentation has been a real problem worldwide and at all times. The realization of an individualized treatment plan for each form of edentation takes into account the particularities of the edentulous prosthetic field and the materials used as well as the conventional or modern techniques applied. The study group consisted of 220 patients in whom dental implants were inserted; the control group was randomized from 10 patients with a favorable evolution out of the 210 (94.55%). At 7 and 60 days after the insertion of the dental implants and 6 months after their prosthetic loading, crevicular fluid and peri-implant fluid was harvested, for the quantitative determination of Osteoprotegerin (OPG) and Interleukin 1β (IL1-β). Of the 220 patients studied, 10 developed peri implantitis (5.45%) as follows: 4 patients with mucositis and 6 patients with severe form. The results obtained show that there are differences with statistical significance between the OPG values obtained in crevicular fluid in healthy compared to patients with mucositis after 7 days *(p <0.001).* Regarding IL1-β, there are differences with high statistical significance between the levels in healthy patients and those with peri-implantitis after 7 days *(p <0.001).* Our results show the existence of a high correlation between the clinical status and these two parameters, especially after the determinations performed at 7 and 60 days. In conclusions, the present study shows that the OPG and IL1-β can be considered useful markers in the evaluation of the patient after the insertion of the dental implant and after its prosthetic loading.

Keywords: Osteoprotegerin, Interleukin 1-β, peri-implantitis, rehabilitation

INTRODUCTION

Partial and total edentation has been a real problem of dentistry worldwide and at all times. This statement is supported by the fact that the functional disturbances of the dento-maxillary apparatus have an important negative impact

on the homeostasis of the human body and according to the WHO, one cannot talk about health in general outside of oro-dental health. Taking into account the fact that the different forms of edentation have a negative impact on the patient from a functional, aesthetic but also psycho-social point of view, we understand the importance and topicality of the problem represented by edentation. The realization of an individualized treatment plan for each form of edentation takes into account the particularities of the edentulous prostetic field, the materials used as well as the conventional or modern techniques applied. There are situations in which the changes produced by edentation are so serious that only the surgical-prosthetic modalities represent the only solution to restore the functionality of the dento-maxillary apparatus [1].

The most important element that supports the success rate in implantology is the bone supply; also, bone density is the key element in choosing the type of implant and the surgical technique applied, so that in the end oral rehabilitation can be performed by prosthetic implant in optimal conditions [2].

Interleukin-1 (IL-1) belongs to the group of proinflammatory cytokines and is synthesized by macrophages and lymphocytes in two forms, respectively alpha and beta, slightly different from a chemical point of view, but with distinct functions. Thus, IL1-β has a special importance in generating the inflammatory process. IL1- β synthesis is activated by the presence of microorganisms, the presence of other cytokines, the existence of biological products and chemical compounds such as calcium phosphate, aluminum hydroxide [3].

The most serious complication that can occur after the insertion of the dental implant is peri-implantitis, an inflammatory process initiated by periodontopathogenic bacterial species; under these conditions, the destructive bone process can be inhibited by a protein called osteoprotegerin, that protects bone tissue against mass resorption [4].

Chemically, osteoprotegerin (OPG) is a dimeric glycoprotein that is part of the TNF-alpha superfamily, identified in many organs (kidneys, liver, lungs, spleen, thyroid), but also in gingival tissue and crevicular fluid; it is released by osteoblasts and has an important role in inhibiting osteoclast activation, implicitly of bone resorption by blocking the binding of the ligand (L) of the nuclear factor K activating receptor at the level of osteoclasts (RANKL); the RANKL / OPG report shows the important role of the two markers in bone remodeling, with crucial implications in both periodontal disease and peri-implantitis [5].

MATERIAL AND METHOD

1. Study group

It consisted of 220 patients in whom dental implants were inserted in the last two years in a private dental office and in the Departments of Implantology and

Dental Prosthetics of the Faculty of Dentistry within the Ovidius University of Constanța. The inserted implants were then prosthesed 6 months after the clinical (peri-implant groove depth, bleeding index, bacterial plaque index) and paraclinical (Orthopantomogram, CT scan) osteointegration were verified. After the first clinical and paraclinical evaluation, respectively after 7 days from the insertion of dental implants, it was found that 210 patients had a favorable evolution (94.55%) and 10 patients (5.45%) had an unfavorable evolution showing clinical and paraclinical signs of peri-implantitis. The control group consisted of 10 patients randomly selected from the group of 210 patients with favorable evolution, and the study group consisted of 10 patients (5.45%) who developed peri-implantitis and who, according to Mish's classification, were classified as follows: 6 patients with severe peri-implantitis and 4 patients with mucositis.

2. Surgical protocol for insertion of dental implants

The muco-periosteal tissues were incised, an incision made at a considerable distance from the place where the dental implant was inserted (mesial and distal), in order to achieve a good operating field. We used the Bredent dental implant system, the blueSky system, because its surface was sandblasted and treated acidically at a high temperature ensuring long-term success of integration into native or artificial bone.

3. Collection of biological samples

Biological samples were peri-implant fluid and crevicular fluid. The peri-implant fluid was taken after the clinical examination, respectively at 7 and 60 days after the insertion of the dental implants, using sterile absorbent cones; the samples were centrifuged at 1000 rpm and the supernatant was subsequently separated and stored in the freezer at -70 ° C until the quantitative determination of the markers studied was determined.

The crevicular fluid was collected 6 months after the insertion of the dental implant, after its prosthesis, using sterile absorbent cones; the samples were centrifuged and stored similarly, until the quantitative determination of the markers studied was determined.

4. Quantitative analysis protocol for OPG and IL1-β

Both markers were evaluated by ELISA using Affymetrix eBioscience kit for OPG and Salimetrics, USA for IL1-β.

5. Statistical Analysis

Statistical analysis was performed using SPSS 14.0 for Windows and MedCalc 11.3.0. The statistical differences between the OPG and IL1-β levels from the study groups were analyzed by using Student's t-test, statistically significance of the results was defined for $p<0.05$ (two tail).

We used Pearson's correlation r coefficient to measure the degree of linkage between clinical and paraclinical parameters.

RESULTS

The obtained results show that there are differences between the group of patients with a favorable evolution and those with peri-implantitis for both OPG ($p=0.003$) and IL1-β ($p<0.001$) at the first determination performed, after 7 days from implant insertion; also, there are large differences between the series of OPG values determined in patients with favorable evolution, these having great significance between the second and third determination ($p=0.0001$). Regarding the group of patients with peri-implantitis, there are differences with statistical significance regarding the OPG values in all three moments of the evaluation, as can be seen in graph 1.
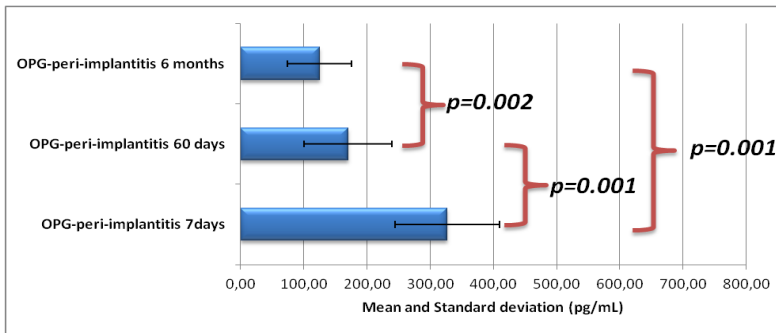

Fig. 1. Distribution of OPG values in peri-implantitis patients

The results of the study show that there is a high correlation between the clinical status and the OPG values, especially after the determinations made at 7 and 60 days after the insertion of the dental implants, as seen in graph 2.
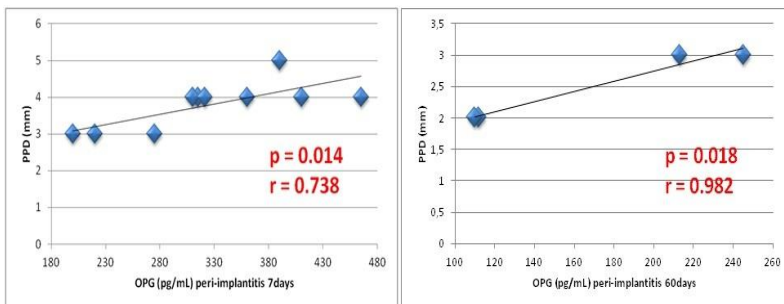

Fig. 2. Correlation between OPG and peri-implant pocket depth at 7 and 60 days

Regarding IL1-β, the results obtained regarding the quantification of this parameter in the group of patients with favorable evolution, it is noted that there are small differences between the values obtained in the three moments of quantification; unlike them, in the group of patients with pre-implantitis, there are differences with statistical significance regarding the values of this parameter, in all three moments of the evaluation, as can be seen in graph 3.
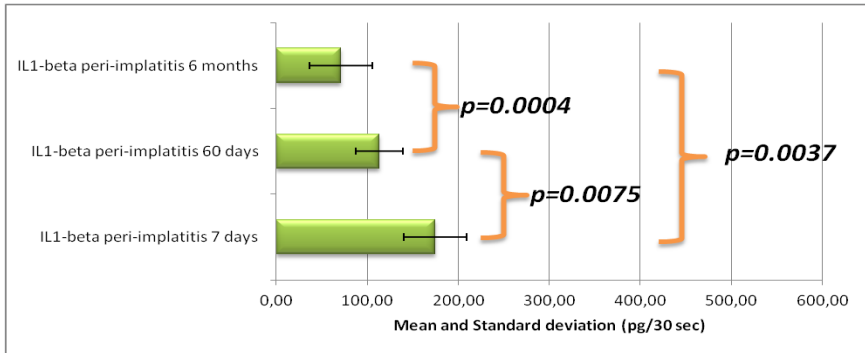

Fig. 3. Distribution of IL1-β values in peri-implantitis patients

There is a high correlation between clinical status and IL1-β values, especially after determinations at 7 and 60 days after the insertion of dental implants, as shown in graph 4.
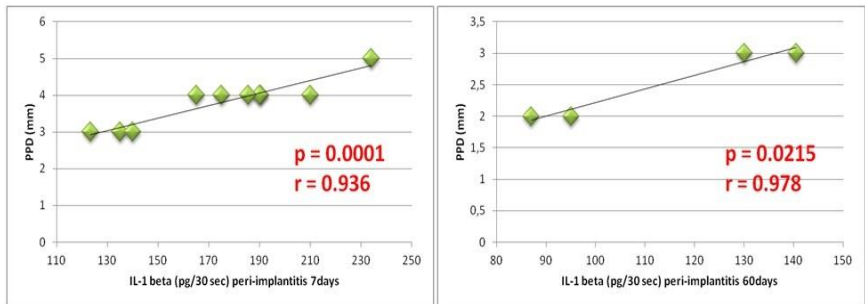

Fig. 4. Correlation between IL1-β and peri-implant pocket depth at 7 and 60 days

DISCUSSIONS

In the accessed literature we found little data related to the use of OPG in combination with IL1-β, as evaluation parameters of the prosthetic loaded implant. From the etiopathogenic point of view, peri-implantitis has similarities with periodontal disease in terms of the involvement of OPG in bone tissue preservation as well as the fact that IL1-β is a parameter for evaluating the inflammatory process in the context of these diseases [3], [6], [7].

The results of the present study show low OPG values in patients with a favorable evolution compared to those with peri-implantitis, in all three moments of the evaluation, demonstrating the usefulness of quantifying this parameter on patient evaluation after this intervention. The high values of OPG in peri-implantitis are explained by Nil Yakara [11] as being due to the presence of bacterial flora and IL-10 action in the context of the inflammatory process; these values correlate with clinical parameters, results that have been cited by other authors in similar studies performed on other types of implants [8], [9], [10], [11].

Subsequent normalization of OPG values in patients with peri-implantitis after specific treatment and decreased intensity of the inflammatory process assessed by decreased IL1-β suggests the initiation of bone remodeling, favorable evolution, ultimately creating optimal conditions for prosthesis; the results obtained are similar to those obtained by Rakic M. [8]; also, both OPG and IL1-β correlate with the severity of the disease assessed by clinical parameters, the results obtained being similar to those cited in the literature by other authors [8], [10], [12] .

Given that IL1-β levels increase more rapidly after 7 days than OPG in patients with peri-implantitis, we can appreciate that IL1- β is a more sensitive marker than OPG. The values of the two parameters are comparable to the determinations made after 60 days, respectively, 6 months after the insertion of the implants, at which time they were prosthetic loaded [9].

CONCLUSIONS

The success of oral rehabilitation on implants requires a correct clinical and paraclinical evaluation of patients from the moment of implant insertion to prosthesis, in order to be able to intervene in time in conditions where the implant would be compromised. The increase of OPG and IL1-β levels in the peri-implant fluid after the insertion of dental implants suggests the role of these parameters in expressing the reserved prognosis regarding implant osteointegration. The direct correlation of OPG and IL1-β quantified in peri-implant fluid with clinical parameters demonstrates the importance of their determination in patient evaluation. The levels of the two parameters in patients with favorable evolution and those with peri-implantitis are very close after implant prosthesis and convergent with clinical parameters, being the guarantee of correct osteointegration and prosthesis success. Finally, within the groups of patients studied, we can conclude that OPG and IL1-β can be used as biomarkers in the paraclinical assessment of the orally rehabilitated patient by prosthetic implants.

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THE RESEARCH OF THE EVOLUTION OF TRADITIONAL ARTS USING GROUNDED THEORY DURING COVID-19

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ABSTRACT

Studying the evolution of traditional arts in the XXI century brings with it the need to take into account a series of other concepts that are somewhat new in the study of traditional cultures, namely: pseudo-traditions and traditional kitsch, and also of already existing concepts such as the process of traditionalization and the adapting process of traditional arts. To better define these new concepts and to understand the reason behind the change in the traditional arts, I have chosen to use a grounded theory approach to the research to highlight and point out the reason and process behind the adaption and evolution of traditional arts. The method I intend to use to collected data is in-depth interviewing combined with the observation of the interviewee in his environment or surrounded by his creations.

But the Covid-19 pandemic has overthrown the data collection plans. In this article I want to emphasize the impact of the Covid-19 pandemic has on data collection and analysis, impacting the result of the research overall.

The Covid-19 pandemic has forced me to reassess the data collection method approach. The in-depth interviews have transformed into semi-structured or even structured interviews, with the interviewee being able to easily avoid sensitive or disliked questions. It also takes the possibility of the researcher to analyze the behavior or reactions of the interviewee, limiting the data analyzed.

The difference between the quality of data collected from face-to-face interviews compared to telephone or on-line interviewing is emphasized by the degree of the interviewee's openness when discussing sensitive subjects, the predominance of non-opinion answers or evasive ones.

In this article I want to emphasize the effect of the pandemic on the research of traditional arts using a qualitative methodology. Although on-line video interviews offer a closer to face-to-face interview experience, the interviewee is more prone to avoiding sensitive subjects or ending the interview altogether.

Keywords: Covid-19 pandemic, grounded-theory, qualitative research, on-line interviewing, interviewing over the phone, in-depth interview

INTRODUCTION

This article encompasses the evolution of the methodological and research aspects of my doctoral thesis in the context of the Covid-19 pandemic. The main purpose of the doctoral thesis is to observe and identify the evolutive process of the traditional Romanian crafts, with an emphasize on the traditional Romanian blouse called ie.

To better understand the evolutive process, an analysis of the structure, motifs and symbols of ie is necessary. I have chosen to talk with the experts that are closest to the creation process of the *ie*, the local craftsmen and craftswomen, national costume collectors and museum curators, with an emphasis on the young, local craftsmen and craftswomen being one of the main informants. Assuming the fact that they are the experts, an unstructured, in-depth interview is used as the main method of data gathering. The data is being analyzed using grounded theory principles. Other data gathering methods I use are observation of the craftsmen or craftswomen in their own workshop or at festivals, museum visits and photographic analysis.   To prepare for the waythe research and data gathering were going to take place, I conducted a few interviews with local craftswomen, museum curators and collectors back in 2018, along with visit museums in the country. The next phase of data collection caught me in the beginning phase of the Covid-19 lockdown, greatly limiting the access to possible informants and the possibilities of a standard, in-depth face-to-face interview.

The following interviews needed to be conducted via on-line technologies like Skype, Zoom, Cisco or Facebook or via telephone, the museum visits being limited to the few museums that organize on-line expositions.

I have written this article as a result of the impact that the Covid-19 lockdown has had on the data collection process. From hereon I will showcase the impact of a pandemic on a qualitative methodology-based research and on the data collection process. A brief comparison between the in-depth face-to-face and the new resulting interviewing techniques I had to use, will exhibit the impact on the data collected.

Grounded Theory in a doctoral thesis

Being developed by Straus, Glasser and Corbin, grounded theory is a method of data analysis which resides at the basis of theory formation [1]. It emphasizes the importance of the respondent's knowledge and experience. The best way to bring such experience to surface is through in-depth, unstructured interviews. Such interviews place the interviewee on the spotlight, the interviewer's only purpose being to give a theme of discussion or to probe into details that he or she finds of importance in the interviewee's story. The grounded theory method suggests theoretical sampling, where new sources of information are selected based on the codes generated by the data collected priorly [1].

Given this brief description of grounded theory, it is understandable why I have chosen such data analysis method for better understanding the data collected for my doctoral thesis. Alongside the theoretical sampling used to selects information sources, I have opted for a snowballing sampling technique, which implied interviews with craftspeople from similar geographical areas. The first interviewees where contacted in museums or thematic festivals. Based on the contacts established there, I would visit different workshops and meet other such craftspeople.

The initial interviews were both unstructured and semi-structured, depending on the context of the interview. First interviews with museum curators from the Ethnographic Museum from Iași and craftspeople from the 'Festivalul iei' from Iași were unstructured, although there were some craftspeople that have refused to be recorded while interviewing and required some pre-established set of questions. While visiting the Ethnographic museum, I have encountered a personal exhibition and interviewed the collector. His interview was based on what was exhibited and his view, experience and knowledge on the evolution of the traditional ie, based on the costumes that he owned and exhibited. Other types of data were collected in other museums from the country included an interview of an exposition presentation and photographs of traditional seams, motifs found on carpets, traditional gates and other traditional objects found in the house of a peasant. The photographies served as comparison material between new and old structure, colors and motifs. It also helped tackle the phenomenon of `traditional nationalization` conducted during the communist regime. The following steps were to interview more crafts people at festivals or in their workshops, visit more museums and meet other craftspeople with on-line shops. The on-line traditional themed shops would allow me to understand the process behind the evolution of the traditional ie. The sources of information would be the founders of the on-line shops, the description of the website and the photographs with the products.

When the first news of the Covid -19 epidemics appeared, I was starting to plan trips all around Moldavia to collect data. The fisrt and last face-to-face interaction with an informant was a museum visit in the city of Gura Humorului which resulted in a few photographs and an interview with the museum curator. Starting 16th of March 2020, the president of Romania has declared state of emergency, which forbade non-emergency outings. The situation lasted until May 15th, after that following a state of alert and a growing number of Covid-19 cases. This situation forced me to reassess the data collection method. From face-to-face in-depth, unstructured interviews, I had to move to on-line or other the phone interviews. I later found that the unstructured interviews started to transform themselves into semi-structured or even structured interviews. To understand this shift in the type of interviews conducted, a comparison between face-to-face, on-line and over the phone interview is necessary.

METHODOLOGY

To write this article I have broadened my literature review themes by including researches about the differences between face-to-face and on-line or over the phone interviews, as the national situation forced me to reassess the data collection methods. To analyze the differences between the two types of interviews, I have used a similar approach to the one used in my doctoral thesis, namely the coding used in grounded theory and my personal experience as both a subject and researcher.

Firstly, I have identified some relevant codes in the literature, codes that also apply for the interviews that I have conducted. A fault to this method is the number of face-to-face interviews compared to the technology-mediated ones, but to compensate for that I will draw on my experience on conducting interviews, as both my bachelor and dissertation thesis included face-to-face interviews. To better keep track on the data and information collected from the literature research and also from the interviews that I have conducted, I use the NVivo software. I limit myself to the codes identified and do not venture myself in creating concepts and categories because 1. the timeframe to write the article is small and 2. to better pinpoint the differences and create concepts based on the literature and data available out there, another research is necessary.

1. Location refers both to geographical distance between the interviewer and interviewee [4] and to the physical places where events relevant to the research and to the evolution of traditional arts takes place. The geographical distance between the researcher and the informant is a common vindication to use on-line or over the phone interviews instead of face-to-face ones when doing a qualitative based research [4]. Geographical distance has proved to be an issue for me as well after the pandemic struck. The second element of location refers to places of importance for the evolution of traditional arts, such as fairs and festivals. These places are a good observation and data collection spots, as craftspeople gather here to exhibit their crafts.

2. Timeframe is a code identified in the literature review and encompasses the time cost of face-to-face interviews compared to the telephone or on-line ones. One study suggests that a technology mediated interview is one forth to one half of a face-to-face one [10]. There are also implications to the more cost-efficient interviewing methods such as the pressure to finish sooner [6], the need to prepare beforehand any on-line material required for the interview, or the awkward silence moments that in a face-to-face interview are a breather for the interviewer to take some notes [6].

3. Visual ques encompass subcodes such as nonverbal communication, social ques, spontaneity of answers and reactions and data richness [6]. Each of these reflect both nonverbal and paraverbal communication. This can mean both a greater richness of the data, with visual ques or more spontaneous and unreserved answers [4], and a greater bias which results from the interviewee being influenced by the tone, expressions or reactions of the interviewer.

4. Another element that has affected the data collection process, hence the results, is the type of interview taken face-to-face, compared to the one take using technology mediated interviews. Even though there is no much data regarding this niche of influence of technology mediated interviews on the type of the interview, I have encountered the need to adapt the interviewing style accordingly, resulting in differences in the data collected.

Once identified these codes, I have compared them to the interviews that I have conducted up until now.

Interview Types

Even though some sociologists tend to group together the semi-structured and the unstructured interviews as in-depth or qualitative interviews [2], the semi-structured interview is a combination between the structured and the unstructured interviews. A data collection tool used in qualitative based researches; the semi-structured, in-depth interview places the researcher in a more open-minded position where he or she lets the interviewee fill up the contour of the research question [2].

The most important trait of the in-depth, semi-structured interview is the possibility to let the interviewees 'talk in their own terms' [3], while the interviewer is following his or her research purposes by guiding the conversation according to a check list. The semi-structured interview is especially useful, in the context of grounded theory, when the researcher has already analyzed and coded some of the collected data and has an idea of where the results are leading to, remaining open to new leads. Unfortunately, the Covid-19 pandemic has caught me at the very start of the data collection process, having conducted just a few test interviews.

In a way similar to the semi-structured interview, the unstructured interview gives a higher degree of freedom to the interviewee, his or her only limit being the discussion topic proposed by the interviewer. Used in a grounded theory context, the interviewee talks about his experience about the given theme [3], in this case the evolution of traditional arts with an emphasis on the traditional ie, his or her opinion on it and other life experiences related to the theme or other tangent activities. This data collection tool gives the researcher the possibility to probe into themes and idea that he or she has not come up with, giving richness and more credibility to the results.

Both semi-structured and unstructured interviewing tools give insight on how the individuals see and transform the world [2].

Data Analysis

The need to switch from unstructured to semi-structured interviews came with the shift from face-to-face to on-line or telephone interviews determined by the Covid-19 pandemic. At first sight, the switch from face-to-face to technology mediated interviews may seem a cost-efficient way of data collection, but both my experience and literature, the data collected in face-to-face interviews differs from the data collected through technology mediated means.

The face-to-face interview implies, indeed, time and other costs, as it is difficult to reach people located in different geographical areas [5]. Another disadvantage closely related to the first one is the access to interviewees, as some of them may be living half a day or more apart, or not connected to a common transportation way. Other relevant respondents might be away of the country or might have a busy schedule and make it even more difficult to meet face to face [5]. The technology mediated interviews might resolve some of these problems, but others arise, such as the absence of nonverbal communication [6], the absence of visual ques that give clues to what the interviewee is thinking, of how he or she is feeling [6], or gives the possibility to show examples or models. While conducting face-to-face interviews for my bachelor's degree, I had to interview people from rural areas, with low connection to the internet, poor signal or other communication difficulties. Meeting them face-to-face made it easier to gain their trust, to read their reaction to some of my questions and to probe deeper when one question seemed difficult. The first interviews conducted for my doctoral thesis where at the shop of a craftswoman, in the museum with a curator and at the private collection of a curator and collector. In each case, each interviewee tock the time to explain the history of the national costume and of the *ie*, the symbols of the colors or motifs, the differences between different types of sewing techniques or materials. Both the interviewee and I felt that the face-to-face interview brought more data to the discussion, as we had life-examples to talk about.

The next interviews were conducted using on-line technologies like ZOOM and Facebook, along with telephone mediated interviews. One interviewee required a Skype interview, but was changed to Facebook, as some connectivity problems were encountered. Out of all on-line interviews, there was not an interview without any connectivity issues, which made the discussion flow a little bit difficult, as some questions had to be asked again because the answer was not clear, or there was some delay in the answer or question, creating confusion. One big advantage to the on-line methods is the possibility to view the interviewee and exchange photos or other types of media as the interview goes on.

The on-line interviews allowed me to interact with respondents that otherwise I would not have met. While searching for Facebook Groups for craftspeople, I have found a new type of creators, 'protectors' and promoters of the traditional

ie, formed out of mostly women, but also men, that sew *ie* according to the XIXth century.

Another type of technology mediated interviews is the telephone interview. The telephone interview shares with the other non-face-to-face interviews the advantage of connecting to possible respondents without taking into account the time and travel costs, especially if the interviewee is located quite far away [6]. But compared to the other technology mediated interviews which offer the possibility to at least view your counterpart, the telephone interview keeps the interview information to a minimum. Sometimes, this can be seen as an advantage, as the information offered both via face-to-face and telephone interviews is similar [7]. There were registered cases where the anonymity given by the telephone interview helped in gathering data that, otherwise, would have been impossible to collect [8]. But this also means that the interviewee can multi-task while interviewing, as the researcher cannot see what he or she is doing. This means a lack of attention and implication in the interview, especially when the theme requires it [9]. Both the telephone interviews that I had conducted had awkward moments when I had to take down notes and the interviewees gave shorter an less elaborate answers.

Out of the thirteen interviews I have conducted, one was face-to-face with acceptance of recording, three were face-to-face with decline of recording, seven were online via ZOOM (one) or Facebook (six) and two interviews were conducted over the phone. To make the comparison more valuable and closer to reality, I created groups of interviews based on the activity of the interviewees, so that I can compare the local craftsman's interviews between them and not a local craftsman's interview to that of a collector or keeper of *ie*. The reason I have done this is because each type of informant has a different discourse, namely, a collector or keeper will be keener to respect the authenticity of tradition, while for a craftsman it is more important to combine the authenticity with the modern or with the requirements of the market. Hence the differences between their attitudes and statements.

The first group is comprised of collectors, museum curators and restorers. With persons from this group I had three face-to-face interviews, one telephone interview and 4 online interviews, ZOOM or Facebook.

The second group, that of crafts-man, is scarcer, as I had collected two face-to-face interviews and one over the phone. The reason I was not able to contact more craftsman was because not all of them are part of a group or available on-line contact information. They were also less likely to accept an online interview, as it happened with one of the interviewees.

In the first group, the differences between the face-to-face, on-line or over the phone interviews had a lot to do with the knowledge and age of the interviewee. The most difficult to hold and the closest to a structured interview

was with a young restorer which just started her road as a restorer. Because the knowledge was fresh for her, she needed additional questions to be able to describe her relationship with the traditional arts and her view on the evolution process of the *ie.* Aside from that, most on-line interviews were semi-structured or unstructured interviews, the interviewee needing a sign of attention or approval from the interviewer, like questions, completions or other such phrases. The advantage of face to face interviews resided in the power of example. In all three interviews, the interviewee used visible models or examples to explain the meaning of symbols, construction or to showcase the evolution of the construction of the *ie.* Such desire was encountered also in the on-line interviews, but because of the low quality of the camera, only colors or overall construction were discussed with examples.

The second set of interviews, those conducted with craftspeople, showed a real difference in the way they were conducted. Both the face-to-face interviews and technology mediated ones offer the interviewee the possibility to end the discussion sooner or to weasel out of the discussion, but during the telephone interview, the interviewee could more easily give a more detached and socially accepted answers. While taking the face-to-face interview, it is easier to pay attention to the interviewee, his or her gestures and possible contradictions, as the interviewee is more relaxed and does not try to end the interview sooner. The over the phone interview was closer to a structured interview, as the interviewee wanted to keep his or her explanations short and end the phone call sooner. The on-line interview with the craftspeople had the same issue of the difficulty of showing or explaining construction elements. Unlike with the first group, where interviewees were more open, in the case of on-line interview, the craftspeople were a little more reserved. But, as I was not able to conduct more interviews with craftspeople, it is not generalizable.

CONCLUSION

The Covid-19 pandemic has forced me, and other researchers, to readjust my data collection techniques and schedule. As I am conducting grounded-theory based qualitative research, I have to take interviews, make observations and participate in thematic events, but since the Covid-19 pandemic the events were cancelled, observations were close to impossible to conduct and the interviews moved from face-to-face to technology mediated and from unstructured to semi-structured or even structured. But this event has also helped broaden my pool o informants. If up until the pandemic I had an image of whom I wanted to include in the research, the covid-19 outbreak has given me the opportunity to find new places to conduct my research on such as dedicated Facebook groups for restores of the traditional Romanian blouse.

The interviews are indeed a lot more difficult to conduct, as the interviewees are more reticent and not as relaxed as in the face-to-face scenario, also limiting my possibility to spot inconveniences or lies. Also, if the interviewee contradicts

himself, it is harder to come back on the idea, as the interviewee might feel offended and hang up or end the interview a lot easier compared to the face-to-face scenario. The face-to-face scenario also helps with the non-verbal and paraverbal communication that is almost if not totally absent in the on-line and telephone variants. Broadening my information sources also meant interviewing people from other regions and with different backgrounds and thanks to the on-line platforms I was able to save both time and money. Overall, the research process was influenced by the covid-19 pandemic, forcing me to readjust, but it has also given me the opportunity to identify sources that otherwise I would have missed.

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TURNING FARMERS INTO SOCIAL FARMER ENTREPRENEURS FOR DISADVANTAGED PEOPLE

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ABSTRACT

According to Romania's *National Rural Development Programme*, the socio-economic situation of the rural environment has a large number of weaknesses – among which *low access to financial resources for small entrepreneurs and new business initiatives in rural areas* and *poorly developed entrepreneurial culture*, characterized by a lack of basic managerial knowledge – but also a large number of opportunities – among *which access of the rural population to lifelong learning and entrepreneurial skills development programmes* and *entrepreneurs' access to financial instruments*. The population in rural areas depends mainly on agricultural activities which give them subsistence living conditions. The gap between rural and urban areas is due to low income levels and employment rates, hence the need to obtain additional income for the population employed in subsistence and semi-subsistence farming, especially in the context of the depopulation trend. At the same time, the need to stimulate entrepreneurship in rural areas is high and is at a resonance with the need to increase the potential of rural communities from the perspective of landscape, culture, traditional activities and local resources. A solution could be to turn vegetal and / or animal farms into **social farms** – farms on which people with disabilities (but also adolescents and young people with anxiety, depression, self-harm, suicide, and alexithymia issues) might find a "foster" family, bed and meals in a natural, healthy environment, and share the farm's activities with the farmer and the farmer's family: "committing to a regular day / days and times for a mutually agreed period involves complying with any required health and safety practices (including use of protective clothing and equipment), engaging socially with the farm family members and other people working on and around the farm, and taking on tasks which would include working on the land, taking care of animals, or helping out with maintenance and other physical work" [15].

Keywords: social farming, social farmer, social farm, disadvantaged people, entrepreneurship

INTRODUCTION

The following lines are intended for people who live or work in poor communities and who want to make a difference. It is intended to present a few simple, practical guidelines for potential **social farming entrepreneurs**, through a few essential steps before launching the social business. It is meant to be a useful tool both for people who already have business ideas and a contoured direction of

action, and for those who seek inspiration, who are not yet clear whether **social farming** is the best solution for them. Ensuring access for people to *vocational*, *work-training*, **entrepreneurship**, and *independent life* programs is one of the main goals of the National Strategy "For a Society Without Barriers for People with Disabilities" [15].

This is particularly important for Romania's economic context in recent years, including the unemployment numbers and rates [13] (Figures 1 and 2).
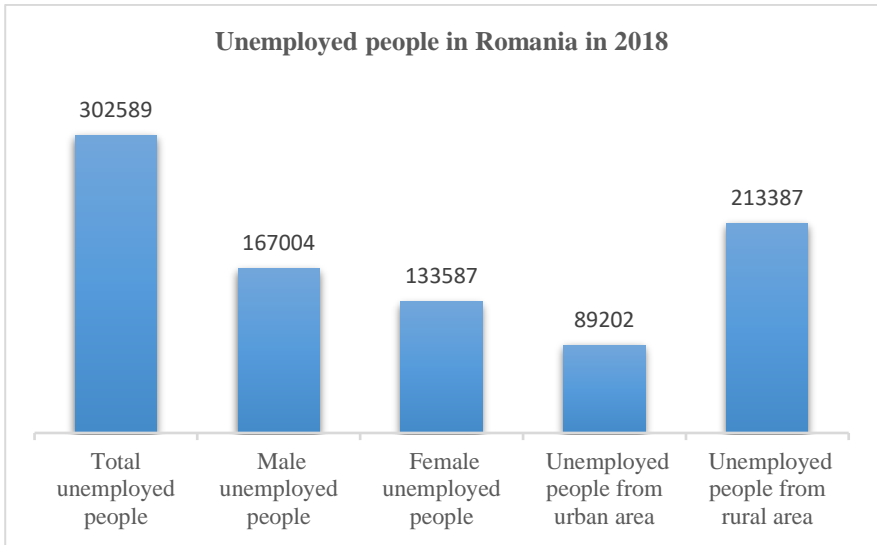
Unemployed people in Romania in 2018

302589

167004

133587

89202

213387

| Total unemployed people | Male unemployed people | Female unemployed people | Unemployed people from urban area | Unemployed people from rural area |

Figure 1. Unemployed people in Romania in 2018

Unemployment rates in 2017 and 2018 in Romania

4.18% 3.46%

3.59% 3.54%

3.38% 3.37%

Unemployment rate   Male unemployment rate   Female unemployment rate
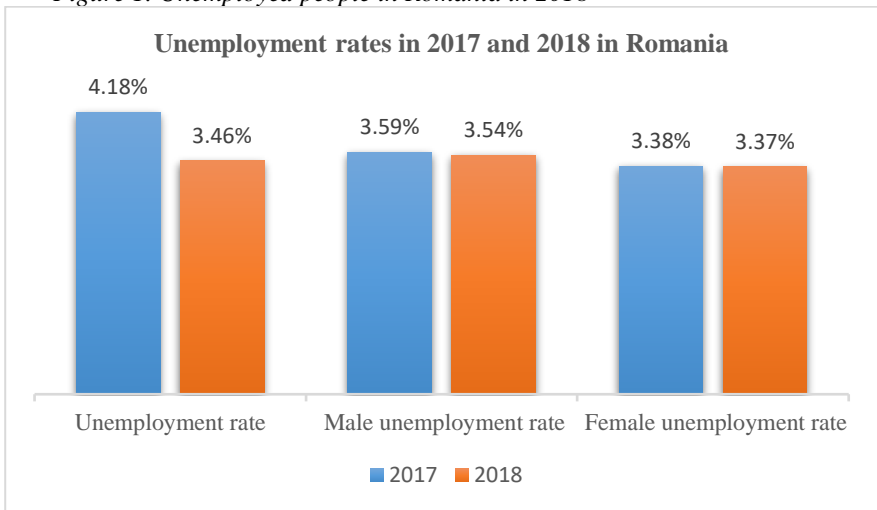
■ 2017 ■ 2018

Figure 2. Unemployment rates in 2017 and 2018 in Romania

Benjamin Rush (1746-1813), an American educator, humanitarian, physician, politician, and social reformer, is said to be one of the first medical scientists referring to the positive effects of the practice of **occupational therapy** (and of such chores as cutting wood, *digging in the garden*, ironing, making a fire, scrubbing floors, washing, etc.) on the **well-being of mentally diseased**.

Social Farming is seen as a way to reduce disparities between regions through the consolidation of economic, social and territorial cohesion, as well as playing an important role in **rural development programmes** [10] by supporting the setting up of **rural enterprises involved in co-therapy**, **social development** and **inclusion on the labour market**, and of **services for disadvantaged people using agricultural resources** [12]. Thus, through cooperation between different administrative and political entities (agriculture, education, employment, health, justice, and social affairs), **agricultural services turn into social services** (educational, healing, mental health, and social): in addition to *basic agricultural activities*, **social farms** invite *people from disadvantaged groups to participate in agricultural activities*, and social farmers are rewarded [12].

Several EU countries have adopted **Social Farming** and, implicitly, **Animal-Assisted Therapy**, **Animal-Assisted Pedagogic Therapy**, and **Horticultural Therapy**, as a multifunctional innovative strategy: Austria, Belgium, Bulgaria, The Czech Republic, Denmark, Finland, France, Germany, Ireland, Italy, Luxemburg, Macedonia, The Netherlands, Norway, Poland, Portugal, Slovenia, Spain, Sweden, United Kingdom.

Romania is not among them though it has experienced different forms of **Social Farming** beginning with the 1990s by integrating these practices as a novel experience with increased sustainability [14]. In Romania, they are familiar with **Social Economy**, **Social Entrepreneurship** and **Social Housing** rather than with **Social Farming**. However, **Social Farming** belongs to **Social Economy** (since agriculture is a main branch of economy); to **Social Entrepreneurship** (since entrepreneurship also belongs to agriculture); and to **Social Housing** (because it also refers to people without homes in the rural area).

Care Farms or **Health Farms** or **Social Farms** are operated by social cooperatives of work integration, on common ground, or on residual land resources left in condition of abandonment. They employ a significant number of women, integrate a large number of local outer networks, practice biological production, produce added high value products, produce multiple products, provide a sharply "open" reality to territory and local community, request a lot of manual labour, support connected activities (direct sale of products, hospitality and catering industry, teaching activities, transformation inside the company, etc.), support small-medium farming activities, and use eco-compatible productive techniques.

The terms **Care Farming, Connective Agriculture, Farming for Health, Green Care, Green Therapies, Social Agriculture, and Social Farming** [12] describe *agricultural practices aiming at promoting the rehabilitation and care of disadvantaged people and / or at integrating those with "low contractual capacity" or disadvantaged* (generic term for impairments / affections, restrictions on activities, and restrictions in participation because of auditive, mental, physical, psychic, somatic, and visual impairments, or because of deaf blindness, HIV / AIDS, rare diseases, etc.) [15].

There are several **categories**, **groups**, and **types** of **disadvantages people**: former and current addicted persons isolated form the active part of the society; former and current inmates having difficulties to reintegrate into the society after having served time for their unlawful conduct; immigrants; incapacitated children aged 0-4 and kids until 12 years of age; people affected by autism, children or adults presenting specific autistic syndrome symptoms combined or not with other forms of incapacities; people affected by the burn-out syndrome or presenting the distress of burn-out symptoms originating from professional or private environment and where the full employment is provisionally not possible; people failing to get employed over long periods of time and with no defined perspective of re-employment; people presenting incapacities of physical or psychical nature, challenged or impaired preventing them from complete non-discriminatory interaction with the society; people previously affected by accidents or diseases resulting in severe brain damage impact and facing constraints when attempting to normally act in society; refugees seeking protection, asylum applicants expecting to be granted the habitation rights willing to actively integrate the society and customs including employment; seniors aged 55+ presenting specific symptoms or being affected by dementia; seniors aged 55+ requiring assistance in spending their time; youngsters originating from or integrated in education systems dealing with special needs related to psychological challenges and / or interaction issues; youngsters somewhat mentally challenged and requiring assistance and support to actively integrate into society [14].

Disadvantaged people need to go through **five stages in Social Farming**: technical / procedural interaction with plants, animals and tools → dialogue and relationship with a tutor, with a guiding farmer → enlargement of the relationships with a larger group of people → full inclusion and recognition of the work → economic recognition of the active participation of participants / users.

Social Farming includes *conventional operations* (*animal production*, *crop production*, *vegetable production*, or *woodland management* and *agri-touristic activities*) adapted basically in regions where the entrepreneurship benefits of a greater acceptance; *particular productions* (*bio-production*, *processing*, and various forms of *short food chains*); and *traditional rural crafts* (*manufactures*, *handmade local products*).

The most common **Social Farming activities**, no matter the type of disadvantaged people targeted, are related to *plant production* and / or *animal production*, which allows distinguishing between **Horticultural Therapy** and **Animal-Assisted Therapy**.

Horticultural Therapy or **Social and Therapeutic Horticulture** designates "the engagement of a person in gardening and plant-based activities, facilitated by a trained therapist, to achieve specific therapeutic treatment goals: direct contact with plants guides the individual's focus away from stress enhancing his overall quality of life and the visual aesthetics of plants are known to elicit feelings of inner peace, which generates positive emotions toward a meaningful appreciation of life" [13]. **Horticultural Therapy** is "an active process which occurs in the context of an established treatment plan, and horticultural therapists are specially educated and trained members of rehabilitation teams (made up of doctors, occupational therapists, psychiatrists, psychologists, etc.) who involve the disadvantaged person in all phases of gardening, from propagation to selling products, as a means of bringing about improvement in their life" [13]. The significant positive effect of **Horticultural Therapy** on human health has been proven in a wide range of conditions: ***diminutions*** in *anxiety* (an unpleasant state of inner turmoil) symptoms, *body mass index* (body fat measure based on height and weight), *depression* (a state of low mood and aversion to activity) symptoms, *mood disturbance* (the main underlying feature of mood disorder), and *stress* (a feeling of strain and pressure), as well as ***increases*** in *cognitive function* (mentally-developed action or process of acquiring and understanding knowledge through experience, senses, and thought), *physical activity level* (a person's daily physical activity as a number), *quality of life* (such as perceived by an individual), and *sense of community* (an experience of community rather than its structure, formation, setting, or other features) [12].

Animal-assisted Therapy is "an alternative / complementary type of therapy involving animals as a form of treatment" [13]: simply seeing animals in a peaceful state or at rest may signal to humans feelings of well-being, safety, and, thus, induce a state in which change and healing seem possible. The most used forms of **Animal-assisted Therapy** are with dogs (or canine-assisted therapy) and horses (or equine-assisted therapy). In **Canine-assisted Therapy**, "therapy dogs interact with disadvantaged people in animal-assisted interventions to enhance therapeutic activities and well-being including their behavioural, cognitive, physical and socio-emotional functioning by comforting patients via body contact, engaging patients in interactions which can help improve their motor skills and establish trusting relationship with others, exhibiting a behaviour that humans construe as friendly and welcoming, possessing a calm temperament for accommodating the contact with unfamiliar patients while they serve as a source of comfort, and reducing stressful and anxious feelings" [13]. **Equine-assisted Therapy** or **Hippotherapy** designates "a physical, occupational, and speech-language therapy treatment strategy that utilizes equine movement as part of an integrated intervention program to achieve functional outcomes for people with

health issues" [13] such as *behavioural* (involving, relating to, or emphasizing behaviour) problems, *cognitive* (relating to cognition) problems, *physical* (relating to the body as opposed to the mind) problems, *psychological* (related to the mental and emotional state of a person) problems, *social* (relating to society or its organization) problems, or *speech disorders* (disorders affecting the ability of speaking normally: articulation – phonetic / phonological disorders; fluency – cluttering / stuttering; and / or voice –pitch, rate, tone, or volume). A large number of health conditions can benefit from **Animal-assisted Therapy**: *advanced heart failure* (heart's inability to pump sufficient blood to maintain its flow and meet the body's oxygen needs), *cancer* (abnormal cell growth with the potential to invade and/or spread to other organs of the body), *chronic pain* (a pain that lasts a long time), *dementia* (a brain condition that causes a long-term and, sometimes, gradual decrease in the ability to remember and think), *developmental disorder* (involving serious impairment in different areas), and *psychological disorder* (a behavioural / mental pattern causing significant distress / impairment of personal functioning) such as *Attention Deficit Hyperactivity Disorder*, a mental disorder involving behaviour without regards to consequences, difficulty paying attention, excessive activity, and regulation of emotions not appropriate for a person's age; *Autism Spectrum Disorder*, involving mainly serious social communication and interaction problems manifest in restricted, repetitive activities, interests, or patterns of behaviour; *Major Depressive Disorder*, involving low mood that is present across most situations; *Post-traumatic Stress Disorder*, a mental condition developing after a person has been exposed to an extremely traumatic event (sexual assault, traffic collisions, warfare, or other threats on a person's life).

THEORY/CALCULATION

Based on the assets of **Social Farming** (and, implicitly, of **Horticultural Therapy** and **Animal Therapy**), **farmers** can be trained to turn into **social farmers** for both their benefit and that of disadvantaged people. In doing so, they can rely on books, courses, guides, handbooks and manuals dedicated to this metamorphosis [1], [2], [3], [4], [5], [6], [7], [9], [15].

RESULTS AND DISCUSSION

When considering becoming a **social farmer**, a farmer (designated in the following by "he", though female farmers can also become social farmers) should mind the following four stages [1], [2], [3], [4], [5], [6], [7], [9], [15].

1. Exploring Possibilities

Exploring possibilities means "identifying the sources where he can get more information about **Social Farming**" [15] (what **Social Farming** is about and what **Social Farming** involves) and **i**dentifying and accessing **Social Farming** opportunities (health and social care policies, potential clients, services)

(what services are provided by whom, how they are provided, and by whom they are financed).

2. Asking Himself If Social Farming Is for Him

A **farmer** can become a **social farmer** if he is a practicing farmer; if his farm situation can meet **Social Farming** needs (accommodating the comfort, safety, and welfare needs of disadvantaged people coming to work on the social farm; making adjustments and changes on the farm; and being able and willing to make these adjustments and changes); if he can adjust the energy, time, and work commitments necessary to meet the needs of disadvantaged people easily and effectively; and if the farmer's family members have the life experience or skills which could benefit and effective for supporting social farming participants. Operating a **social farming family** means that the farmer is ready and willing to commit himself and his family members to provide social farming services for specified hours, for specified days, and for a specified period of time; to observe every single relevant regulation, including those concerning clearance, health, insurance, police vetting, protection of vulnerable children, adolescents, young people and adults, and safety; to engage fully with clients and service providers in designing and agreeing on a programme of support activities; to encourage and facilitate social engagement between disadvantaged people and local communities; and to open the door to his farm and home to commit and support people with problems.

Before applying for **Social Farming**, the **farmer** should ask himself the following: "Are the family members ready and willing to make the regular time commitment over the period of however many weeks or months involved in a social farming contract? Are the family members ready to ensure full compliance with all health and safety requirements, and to take whatever additional measures may be necessary to safeguard potentially vulnerable adults, who may have limited capacity, and little or no experience of farms or farming activities? Are there any kinds of intellectual / learning, mental, physical, and social needs which they, as a family, are particularly interested in working with, or they do not feel comfortable or confident to work with? Is everyone in the family agreeable to giving it a go, or are there any worries or issues which still need to be talked about? What kind of activities and services can the farmer offer on the farm, within his current range of operations, for the groups of individuals he feels would be a good match for his farm?" [15].

In their turn, **social farming clients** should be ready and willing to commit themselves to a regular day (or to regular days) and/or to regular times for a mutually agreed upon period; to observe all mandatory health and safety practices (including the use of protective clothing and equipment); to engage socially with the farm family members and other people working on the farm or on the farm; and to agree with tasks which might include helping out with maintenance, taking care of animals, working the land, or doing other physical works within the farm.

Before applying for **Social Farming Client**, he should ask himself the following: "Are there any aspects he thinks he might find difficult, or feel nervous about? Are there any kinds of animals he would particularly like to work with, or would definitely not want to work with or be around? Does he think he will be ready and able to give the necessary time and commitment to make it a success for him? How does he feel about interacting and working with animals? How does he feel about working outdoors, about working physically, maybe in mucky conditions, or in bad weather? How does he feel about working with soil and plants and getting his hands dirty? What does he hope most to gain from it? What emotional and practical assistance can he expect to get from care assistants, family, friends, or other service staff? What kind of support and assistance does he think he might need, including practical areas such as health, mobility, transport, and other issues? Why would he like to try **social farming**?" [15].

3. Taking It Further

If the answer to the preceding questions is "yes", the farmer can take it further, i.e. **prepare a farm profile** and **planning farm business**. The farm profile should include community / locality agricultural co-operative(s), churches, cinema, government offices and services, health centres, post office, pubs, schools, sports facilities, etc.; family farm story and photos (how he got into farming, why he got into farming in the first place, why he is interested in social farming, whether he has got children or not, what his interests are besides farming, etc.); farm activities / jobs throughout the year (harvesting, lambing, potato picking, etc.); farm photos & location; farm projects (diversifying into cheese making or into fruit production, drystone walling around a farm area, establishing a bog garden, establishing a herb or an organic vegetable garden, installing a wind mill, installing solar power, etc.); farm size, farm aspect, farm surroundings, land use, kind of crops, kind of livestock, other activities (making cheese, making preserves, etc.). **Planning farm business** should include "details about financial information (what his costs are; his anticipated income; his anticipated profits, i.e. his projected income less his costs; summary budgets for the period of the plan); other resources he needs to enable him to carry out his planned activities (financial, human and material resources) (for example, the easy access to appropriate financial instruments for farmers, processors, and rural **small entrepreneurs** [12]; the activities the farmer wants to pursue over the number of years covered in the plan (activities, agriculture, associated range of abilities, horticulture, indoors and outdoors activities, physical and non-physical elements of the services he is offering); the current assets and resources (financial, human, and material assets); the kind of business the farmer is in and his model of service provision (how the farm is structured, organised, and registered as a legal entity; whether it is a multifunctional farm, a social enterprise, or engaging in social farming as part of farm diversification); and where and how he proposes to get these resources (access to credit, proposed purchase of equipment, recruitment of personnel, and reinvestment of income back into business)" [5], [8].

4. Delivering Social Farming

This should take into account the following support issues: communication methods used by the farmer and the client, dietary issues, health issues (allergies, diabetes, epilepsy, intimate / personal care needs, medication, vaccine history), likes / dislikes, mobility (accessibility / steadiness), road and traffic awareness, sensory issues (hearing, visual, etc.), and smoking.

In addition to all this, a social farmer should also have some **specific entrepreneurial / management knowledge** (specific comprehension of models and principles related to administration / management, biology, chemistry, construction / design, economics, human interaction / staffing, ITC, legislation, logistics, marketing, mathematics, production / processing, safety / security, technology / mechanical, and training), some **specific entrepreneurial / management skills** (analytical thinking, assessing quality, assessment and deciding, assistance provision, Cartesian approach, communication comprehension, conciliation, coordinating, discoursing, dynamic learning, dynamic listening, financial management, human capital management, identification of faults and reaction, influencing, insightfulness, production activities, production supervising, resources' management, scientific approach, solving complex situations, structural assessment, structure analysing, supervising, systematic learning, technological choosing, and workflow administration), and "some **specific entrepreneurial / management work styles** (achievement / effort, adaptability / flexibility, analytical thinking, attention to detail, concern for others, cooperation, dependability, independence, initiative, innovation, integrity, leadership, persistence, self-control, social orientation, and stress tolerance)" [13]. Of course, nobody is expecting young people living in the rural area to acquire overnight all Agricultural Entrepreneurial / Managerial Knowledge and to develop all Agricultural Entrepreneurial / Managerial Skills and Agricultural Entrepreneurial / Managerial Work Styles. However, they are expected to acquire some knowledge and develop a few skills in their agricultural field of choice [1], [2], [3], [4], [5], [6], [7], [9].

CONCLUSION

Cooperative farms and communities, institutional service providers (day / occupational services, mental health services, prison services, etc.), private specialized or mixed family farms, social holdings offering educational, occupational, or training services for disadvantaged people (particularly those including or focusing on people with special needs), and voluntary sector providers (privately and religious support organisations and services that usually target specific groups of individuals with health conditions (e.g. autism, people with Down's Syndrome, etc.) should involve in **Social Farming** for at least three reasons: for both economic and social benefits of the farming family (helping typically excluded people to become more included, making a difference in their lives, and seeing what effects **Social Farming** can have on the people who have

come to their social farm); for the mental, physical, and social benefits of the clients; and for the benefits of the wider community.

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