Social Educational Project of Improving Knowledge in Economics

Journal
Association 1901 "SEPIKE"

Ausgabe 13

Frankfurt, Deutschland
Poitiers, France
Los Angeles, USA
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Bibliografische Information / Bibliographic Information:
Die Deutsche Nationalbibliothek (Germany) sowie die Library of Congress (USA) verzeichnen diese Publikation in den jeweiligen Nationalbibliografien; detaillierte bibliografische Daten sind im Internet über www.sepike.com abrufbar.
The German National Library (Germany) and the Library of Congress (U.S.) run this publication in the national bibliographies; detailed bibliographic data are available in the Internet on www.sepike.com.

Journal is indexed by INDEX COPERNICUS IVC 5.15 (2013); IVC 7.76 (2014)

Herstellung und Verlag / Editor and Publisher:
Association 1901 "SEPIKE"

Herausgeber / Publisher:
© 2013 Association 1901 "SEPIKE"
8, Allee de Marigny, 86000 Poitiers, France
www.sepike.com

p-ISSN: 2196-9531: Journal Association 1901 SEPIKE
e-ISSN: 2372-7438: Journal Association 1901 SEPIKE, US Edition

Key Title: Journal Association 1901 "SEPIKE"

Poitiers, Frankfurt, Los Angeles, den 30.06.2016
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Abstract: The purpose of this research paper is to make a review on learning strategies. An assessment tool is developed in the form of a questionnaire to get information about students' interest and knowledge on learning strategies. The questionnaire is tested in action because it was addressed to students. One aim of the paper is to develop questionnaires for students about their studying habits and their preferences. Another aim of the study is to identify the individual differences in learning. This paper offers a brief but broad overview of the field of individual differences in learning especially as they are reflected in and learning strategies and touches on some areas for further research. There are significant differences in the learning style and strategy preferences, and investigate whether there is a relations between students' learning style, strategy preferences and the academic achievement.

Keywords: individual differences, learning style, cognitive style, learning strategy, language learning, motivation

INTRODUCTION

Learning strategies are the particular approaches or techniques that learners use to learn a foreign language students use various learning strategies when they are faced with various problems. Learning strategies are procedures that facilitate learning tasks (Chamot, 2005), and also enable learners to become more independent, autonomous and lifelong learners (Allwright, 1990; Little, 1991). The importance of language learning strategies (LLSs) is that they are steps that learners take to manage their learning and achieve desired goals. Language learning strategies are teachable (Oxford, 1990). Language instructors are encouraged to raise learners' awareness of the strategies that they are currently using and also their awareness of additional strategies within their reach.

Strategies are divided in seven groups (R.R. Schmeck (Ed.), in his work "Learning styles and strategies"): 1) cognitive strategies are processing information and structuring it, e.g. analyzing, summarizing; 2) memory strategies are remembering information via making connections between it, e.g.; 3) grouping by using keywords; 4) meta-cognitive strategies are managing the learning process and dealing with the task, e.g. planning, identifying and selecting resources; 5) compensation strategies compensating for knowledge gaps, e.g. guessing, gesturing; 6) affective strategies are identifying one's affective traits and knowing how to manage them e.g. reducing anxiety, encouraging one's self; 7) social strategies are learning from and/or with others, e.g. asking for cooperation, working with peers.

DIRECT STRATEGIES

Memory strategies, which help students to store and retrieve information: a) creating mental linkages, e.g. placing new words into a context, grouping, associating, elaborating; here are also included these activities: b) applying images and sounds, representing sounds in memory; using keyword, semantic mapping; c) reviewing well, that is, structured reviewing; d) employing action, that is using physical response or sensation.

Cognitive strategies enable learners to understand and produce new language. Here are included such strategies as: a) practicing, that is, repeating, using formulas and patterns; b) receiving and sending messages, that is getting the idea quickly; focusing on the main idea of
the message, using resources of receiving and sending messages; c) analyzing and reasoning, i.e. reasoning deductively, analyzing contrastively, translating, transferring, analyzing expressions; d) creating structure for input and output, this is, taking note, summarizing, highlighting, etc.

Compensation strategies allow learners to communicate despite deficiencies in their language knowledge. Here are included these strategies as: a) guessing intelligently, that is, using linguistic clues to guess meaning; b) overcoming limitations in speaking and writing, using synonyms, switching to the mother tongue, using mime or gestures, selecting a topic, etc.

INDIRECT STRATEGIES

Meta-cognitive strategies, which allow learners to control their own learning through organizing, planning and evaluating. Here are included strategies as: a) centering your learning, i.e. linking the new information with already known material; b) arranging and planning our learning, that is setting goals and objectives, planning for a language task, finding out about language learning, organizing identifying the purpose of a language task, seeking practice opportunities; c) evaluating your learning, i.e. self monitoring, self evaluating, etc.

Affective strategies, which help learners gain control over emotions, attitudes, motivations and values. Here are included these strategies as: a) lowering you anxiety, that is, using music or laughter, using progressive relaxation, deep breathing or meditation; b) encouraging yourself, i.e. rewarding yourself, taking risks widely, making positive statements; c) taking away your emotional temperature, i.e. listen to your body, writing a language learning diary, using a checklist, discussing your filings with someone else, etc.

Social strategies, which help learners, interact with other people. Here are included these strategies as: a) asking questions, i.e. asking for clarification verification, asking for correction; b) cooperating with others, i.e. cooperating with proficient users of the new language, cooperating with peers; c) empathizing with others, i.e. developing cultural understanding, becoming aware of others' thoughts and feelings, etc.

For conducting this study are taken as case study public high schools in Tirana and this limits its expansion into broader view. Further studies can be carried out taking into account even private and state schools. This will enable a more complete results and a comparison between private education institutions and the public ones in Albania, but also a comparison between the same schools if private or state sector.

Table 1

How do you learn best?

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>By playing games, looking at pictures or videos</td>
<td>67</td>
</tr>
<tr>
<td>By studying grammar, reading books</td>
<td>103</td>
</tr>
<tr>
<td>By personal feedback and interaction</td>
<td>38</td>
</tr>
<tr>
<td>By the explanation of the teacher</td>
<td>42</td>
</tr>
</tbody>
</table>

Source: researched by author

Table 1 shows how students learn best. According to Knowles students who have chosen the answer "by playing games, looking at pictures and videos" have a concrete learning style, so students having this kind of learning style are curious, spontaneous and willing to take risks. Students who have chosen the answer "by studying grammar or reading books" have analytical learning styles, such learners prefer a logical systematic presentation of new learning material with opportunities for learners to follow up on their own. This is the alternative that students have chosen the most; accordingly 103 students have chosen it. Communicative learning style corresponds with the answer "by personal feedback and interaction" learners with communicative learning styles prefer to learn a foreign language by listening to natives, by talking to native speakers and by watching TV in English. 42 students have chose the first alternative which is "by explanation of the teacher" which also as all of the above are according to Knowles is related to authority-orientated learning style, these kind of learners prefer the teacher as an authority figure, and also they like to have clear instructions and to know exactly what they are doing.
Table 2 explains the number of students which would prefer to follow for a better learning way. Most of the students think that cognitive strategy is the best way of improving learning a new language.

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory strategy (storing and retrieving information)</td>
<td>76</td>
</tr>
<tr>
<td>Cognitive strategy (understand and produce new vocabulary)</td>
<td>116</td>
</tr>
<tr>
<td>Compensation strategy (communicate despite the deficiency in their language knowledge)</td>
<td>58</td>
</tr>
</tbody>
</table>

Source: researched by author

Table 2

Is reading aloud a good strategy to improve reading skill?

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>136</td>
</tr>
<tr>
<td>Maybe</td>
<td>82</td>
</tr>
<tr>
<td>Slightly</td>
<td>23</td>
</tr>
<tr>
<td>Not at all</td>
<td>9</td>
</tr>
</tbody>
</table>

Source: researched by author

Table 3

Table 3 shows the results of the question about reading aloud as a strategy for improving reading skill. The result of this question about reading aloud is clearly shown in the chart. Reading aloud is a good strategy for reading skills. If students read aloud they also can understand when they say wrong words while reading.

REFERENCES

LINGUODIDACTIC FUNDAMENTALS OF THE DEVELOPMENT
OF FOREIGN STUDENTS' POLYCULTURAL COMPETENCE
DURING THE UKRAINIAN LANGUAGE TRAINING

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Abstract: The paper shows the analysis of scientists’ views to the definitions of terms "approaches to studying", "principles", "methods" and "techniques". The development of foreign students' polycultural competence is realized in particular approaches (competence, activity approach, personal oriented, polycultural approach); principles (communicative principle, principles of humanism, scientific nature, visual methods, systematicness and succession, consciousness, continuity and availability, individualization, text centrism, native language consideration, connection between theory and practice); usage of some methods (method of reading, direct, purposeful and comparative, purposeful and practical, communicative methods) and techniques (explanation of the teacher, usage of speech clichés, sound and letter analysis, etc).

Keywords: development of polycultural competence, approach to studying, principle, method, technique

INTRODUCTION

The peculiarity of the methodology of studying Ukrainian as a foreign language is that the subject itself becomes the way of specialty subjects mastering, learning new environment, new culture and traditions. Studying the language is not only a way to get knowledge of another country and culture but also a way of the development of polycultural personality capable of initiating and performing a culture dialogue. That's why it's important for a teacher to define effective linguodidactic fundamentals of the development of student's polycultural competence.

MATERIALS AND METHODS


RESULTS

Mastering the language system is effective if the approaches are correctly defined. "Approach" is a methodological category of linguodidactics that evaluates complex phenomenon with system scope of principles, technologies, methods, techniques, ways and forms of studying. This category is characterized by conceptuality, systematicness, manageability and effectiveness. Resting upon the decree of Cabinet of Ministry of Ukraine "State standard of education", three main approaches to studying are defined: competence, activity and personal oriented [1].

The term "competence approach" is distinguished as education process orientation to forming and developing key and subject competences of a personality. The main purpose of the competence approach in studying Ukrainian as a foreign language in the institution of higher education involves forming all-sided personality of the student, his theoretical thinking,
language intuition and skills, mastering the culture of speech communication and behavior that helps him to be an equal partner during intercultural communication in the Ukrainian language in everyday life, social cultural and educational professional spheres.

Personal and oriented approach during polycultural competence development includes person formation, concentrates on the necessity of creating comfortable, non-conflict and safe conditions for its development and realization of innate potentials.

Activity approach in foreign students’ studying includes: studying reorientation from the traditional mastering particular knowledge to the process of their receipt and functioning; formation of the main activity forms: communication, cognitive and educational activity; with their correlation and priority changing during studying; purposeful formation of the main abilities and skills as mental operations on basis of staged training.

According to the communicative approach to studying Ukrainian (Z. Bakum, O. Biliaiev, S. Karaman, L. Palamar, M. Pentryuk, K. Plysko) communication studying is characterized with the research of cognitive activity of subjects of education and with the problems of formation of knowledge system of students. Such approach concentrates on the practice of communication. Usage of communicative approach in studying Ukrainian as a foreign language includes maximal student's immersion into Ukrainian-language process owing to minimum usage of the native language. In the process of teaching foreign students English it is reasonable to use polycultural approach. In the foreign language class it’s essential to make students understand that they must be tolerant to other nations’ values because they contain the experience and wisdom of the whole nation.

The educational approach is characterized with particular principles which condition on priority peculiarities of the education process, determine its content, cause reasonable choice of educational methods and techniques. According to the conception of language training of foreigners in Ukrainian institutions of higher education, foreign students' mastering the language of studying (Ukrainian) is realized in general didactic and linguodidactic principles that provide for forming harmonious second language personality [3].

For researching foreign students’ competence development some principles must be distinguished among general didactic and linguodidactic ones: humanism principle (tolerant attitude, overcoming of psychological barriers); scientific nature principle (a student masters the methods of science cognition, forms the ability to observe, compare, classify and generalize); principle of visual methods; systematicness and succession principle, consciousness principle (understanding the units of foreign language speech and ways of using these units to make a statement); continuity and availability principle (connection between gained knowledge and those students have during learning new information at the current stage); principle of connection between theory and practice; individualization principle; communicative principle; text centrism principle (important tool in mastering 4 types of speech activity); native language consideration principle. In teaching foreign language a method is of great importance. The method in studying language is one of the key linguodidactic categories, a way, technique, methodology in researching language phenomenon (A. Aleksiuk, H. Anisimov, B. Bieliaiev, I. Bim, V. Ivanenko, O. Skoryk, V. Kraievskyi, M. Liakhovitskyi, Yu. Passov, L. Rozhylko, V. Viatiutniev).

According to Ukrainian scientists' opinion, the method of studying is a form of mastering knowledge, abilities and skills of the particular subject; exchange of visual and practical information between a lecturer and students. Methods of studying regulate cognitive activity of students and stimulate the development of students' cognitive needs and interests. Taking view of scientists into consideration, the following methods in the process of students' polycultural competence development can be distinguished: method of reading, direct, purposeful and comparative, purposeful and practical, communicative methods.

Adherents of the direct method (M. Berlitz, F. Guen, O. Esperensen, S. Schweizer) made attempts to associate lexical units of the foreign language with their meaning in the educational process ignoring the native language. It's difficult to form the foreign language sense of students not considering the native language. The reading method is in the center of researches of O. Bond, A. Colmann, E. Eddy, L. Fosset, E. Freman and M. West. Reading provides for expanding speech
practice and compensates lack of it in the process of foreign language studying. After reading
great amount of texts students have the sense of language which helps them to overcome native
language impact [5].

The main methodological fundamentals of purposeful and comparative method are:
the necessity of purposeful mastering language phenomena and ways of their usage in speech;
comparative studying language phenomena which consists of comparison of the similar and
contrast speech facts of two languages to overcome negative interference [4].

According to the purposeful and practical method in the context of studying Ukrainian as
a foreign language there are the following methodological principles: communicative orientation
of studying; functional approach to the choice and language materials presentation; situational
and thematic principle of organizing language material; the principle of concentric arrangement
of the material.

Under the communicative method, studying language is a model of the natural process
of communicating in this language. Thus, communicativeness is a methodological principle
that determines the choice of general scientific cognition methods which are used in forming
educational process.

The method of studying is realized with help of techniques of studying (the complex
of particular educational situations which cause achieving subsidiary aim of the specific
method) [2].

For foreign students' polycultural competence development the following techniques
are preferable to use: method of reading (explanation of the lecturer; different visual assistants:
situational tables, schemes, pictures; representative visual methods; context; prognostication
of separate parts of the text; supervision of understanding what has been read); direct method
(acquaintance with a new grammar phenomenon; analogy (usage of speech clichés, making
up phrases and sentences per sample, explanation); purposeful and practical method (sound
and letter analysis; distinguishing word-formative elements for better understanding of the
words meaning; unassisted semantization of the word via ascertainment of sense connections;
distinguishing the characteristics of grammatical forms on basis of instructive rules, context
and previous language experience; semantic division of the text for understanding the content
and its reproduction; correlation of semantic parts of the text being perceived via listening
with a plan for distinguishing the most informative issues).

DISCUSSION AND CONCLUSIONS

Realization of the mentioned approaches, principles and usage of methods and techniques
in the process of foreign students' studying can be successful during foreign students'
polycultural competence development.

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BATTERED WOMEN OF NATIONAL SHELTER IN KAMZA TIRANA: A QUALITATIVE ETHNOGRAPHIC STUDY

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Abstract: The reason for undertaking this study is related to the importance of the target group for abused women and needs assessment of the process of reintegration into social life, upon termination of the stay at the shelter. Given that studies in Albania needs assessment battered women in the respective centers and support services are offered by the centers are in the process of partial and starting from personal experience with work in a center for women's residual violated created an interior disposition to explore in this direction. This study is of qualitative type, ethnographic type, focused on National Center on Women Violated in Kamëz of Tirana. The aim of Study is to assess the needs of battered women and contribute to openly lobbying for other regional shelters for victims of domestic state.

One of the main findings of this study is that the National Shelter of Abused Women in Kamëz offers a full package of services for short time when women stay in the shelter, work in terms of providing services to their reintegration into society but still has a long road ahead. Thus, the set of services currently offered to women victims of violence in Albania includes services such as: a) accommodation, food, shelter; b) medical assistance; c) psychosocial services; d) legal assistance; e) protection and security 24 hours; f) employment support; g) information on existing services in the community as well as the necessary contacts and maps service; h) assist and support to children victims of violence etc.

Keywords: education of women, women's rights, social needs, institutional reform of social services

INTRODUCTION

In 90 years, Albania was undergoing major political changes, economic and social. Political pluralism has led to transformation of all political structures, economic and legal. Albanian society isolated for 50 years will face a new reality, many international organizations came to support reforms, reconstruction and create western model of non-governmental organizations.

Many of these organizations focused on issues of women's rights and violence against women. Domestic violence against women is a phenomenon that is rooted in the traditions and customs of the Albanian society as a patriarchal society. Patriarchal authority is the compliance with the code of honor and shame, the division of gender roles and the rule of man power positions, which are deeply rooted in Albania's two main statutes, the Kanun of Lek Dukagjin and Kanun of Labëria. The communist regime fought these positions but failed to wipe out completely. In some areas of the country many families, men and women act according to the rules of canon by applying its rights to control the woman or her punishment like a man's property. Domestic violence against women is rooted very early in our country, the reporting of cases of domestic violence experienced a large increase in the 90s the main causes of the increasing numbers of domestic violence against women associated with strong changes that incur. The Albanian family takes on unemployment, immigration, lack of housing, the addition of previously unknown phenomena such as drugs, prostitution, gambling, etc. Albanian family was in crisis of identity, access to democratic society and western culture was a challenge for the family that reflected the issues of new, previously unknown. Families experiencing more stress and the situation went out of control producing violence.

The first attempts to realize studies on violence in Albania dating back to the mid-90s, the following years were added more research in this area, even though researchers find it
difficult to realize their major contributions have provided NGOs and organizations different operating in Albania. Most studies show that violence against women in Albania on most stands within the walls of the house, unreported. Unfortunately, violence against women in our society is treated not as a social problem but as a private matter. It plays an important role mentality that treats women as property of men, gender profiles positions traditionally defined as patriarchal society. Courts negative impact on families where violence is because not take the right decisions on the perpetrators and undermine the confidence of women victims to find protection. Various studies show that member violated family is female. As it stated and based on National Survey on Domestic Violence in 2013, 2590 women aged between 15 and 49 years with no significant differences between age groups of women experiencing emotional or psychological abuse. However, no significant differences between ages groups in women's experiences of sexual and physical violence. In particular, women age 26 and older were significantly those who reported being physically abused by their husband/their partner compared to women in the age group 15 to 17, 18 to 21 and 22 to 25 years.

Creation of the law on domestic violence prevention and non-profit organizations work seemed to become a guarantor for the rights of women and the creation of effective means to consolidate the position of women in society. The aim of study is: evaluation of the services provided to abused women and their integration into society after emerging from shelters, researching the reintegration process and the most important factors for socio-economic reintegration of abused women successful after emerging from the shelter, assess the impact of a range of potential factors for successful reintegration, exploring opportunities and resources that can help the reintegration of abused women after emerging from shelters, analyzing the challenges in the reintegration process and how to improve the services offered to the successful reintegration, aims to assess the needs of battered women and contribute to openly lobbying for other regional shelters for victims of domestic state. The main research questions are: to assess how state social service prepares battered women to be integrated with life as they emerge from the residual center. What the shelter offers and what should you offer? What service women get raped in the shelter? What benefit the shelter? When I feel ready to leave the shelter and what the needs are when you want to escape from the shelter? What the needs of battered women have since come out from the center in the reintegration process and how is the possibility or probability that these women return to center stage after the end of reintegration?

**MATERIALS AND METHODS**

To achieve the study sample was selected by qualitative method: battered women who are resident in shelter, the shelter staff workers, and children housing in the shelter. They applied the method of obtaining data from focus groups, women and workers of the shelter, combining interviews, direct and not direct, interviewing battered woman in shelter, the staff of the shelter, interview with the worker in the ministry has depending on the center and interview with a woman who has come from the center and undergo the process of integration into society. Interviews consist to answer questions about what services do they provide for women when they are in the center and what services are offered to them when leaving the center, in a sense becomes a confrontation, women compare answers with shelter staff answer and the situation in which they are located. The data will be obtained through observation, focus groups and interviews mixed application of semi-structured and structured.

Through the application of qualitative research method aimed at the search conducted in the shelter of battered women retained in the estimated service in Kamëz provided to abused women and their integration into society after emerging from the shelter. The methods used to achieve this include the analysis of primary data and secondary. The primary data refer to semi-structured interviews with providers of services to battered women, women reintegrated or reintegration process.

In this context, we conducted 24 interviews of national shelter for battered women in Kamza. 10 interviews were conducted with employees and service providers, 10 of the victims
or beneficiaries and 4 interviews. Secondary data include documents published by the Albanian
government institutions, international and non-profit organizations on the phenomenon of
violence against women. Focus groups are: 1) battered women shelter staying in Kamza; 2) Shelter-employed workers.

RESULT AND CONCLUSION

In Albania there is a national single state shelter for battered women and this center is
under the Ministry of Labor and Social Affairs. It operates on the basis of a qualified and
professional staff in treating victims of violence to help and support women victims of gender
violence (physical, emotional, sexual and economic). Assistance is provided through telephone
counseling or counseling through face to face. Shelter counseling for women and girls operate
on the basis of a multidisciplinary staff trained to respond to the specific characteristics and
needs of victims of violence. The staff is composed of social workers, psychologists, doctors
and educators. In some cases supported by legal specialists to enable women in need of legal
assistance to the situation in which they are.

This study made a detailed presentation of the main components, woman needs and
reintegration as well as the numerous challenges, which must be faced by women during this
long, complex and costly.

From the moment where the beneficiary begins to assist in the shelter made available a
period which can vary from several days to several weeks to reflect on what has happened, the
problems of the past to her, identifying needs and recovery traumatic situation. At this stage a
woman needs special support to pass the time of crisis related to the fact that she is in a new
situation previously under unknown people. During the individual meetings the social worker
assesses the needs of women and discusses together with all the possible options available to
her by giving support.

Based on interviews conducted with raped women the main victims faced during this
process:

1) housing convenient and safe;
2) professional training and employment;
3) contribution to professional development in cases where missing;
4) economic situation;
5) physical and psychological well-being;
6) security;
7) social context (family and social relationships);
8) access to services and opportunities;
9) the perception of successful reintegration and motivation for a better future.

One of the main findings of this study is that the National Shelter of Abused Women in
Kamëz offers a full package of services for short time when women stay in the shelter and
work in terms of providing services to their reintegration into society but still has a long road
ahead. Thus, the set of services currently offered to women victims of violence in Albania includes
services such as: a) accommodation, food, shelter; b) medical assistance; c) psychosocial
services; d) legal assistance; e) protection and security 24 hours; f) employment support; g)
information on existing services in the community as well as the necessary contacts and maps
service; h) assist and support to children victims of violence etc.

In this context, important are considered preliminary services (accommodation, medical
assistance, etc. offered to women as well as services aimed at further empower them in the path
of reintegration into social life. On the other hand, besides the support that women receive shelter
through reintegration services, the important consideration is the relationship and support
provided to them by family. As positive and friendly as these relationships are the better is the
reintegration process. Good relationship with the family often serves as a motivator to move
forward. It consist that cases of women victims of violence who have managed to successfully
reintegrate into society have the will and desire to change the course of their lives and having
strong supportive elements in this direction having managed this best goal. The package of
services offered by shelter has still much to do as care and support need to provide for women victims of violence out of shelters. Central or local government should help the victims for their housing and their children (by reducing the cost of the house or offer it for free).

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MENTORING RELATIONSHIPS IN DEVELOPMENT OF TEACHING PRACTICES

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Abstract: Professional practice in the classroom is a key component in the preparation and training of teachers, as it allows them to practice teaching in an authentic environment. Despite this, the experiences of student teachers encounter significant fluctuations and these experiences can be directly related to the teacher mentor and their placement in the school. This article is created in the context of improving teaching practices used with student that prepare as teachers in Elementary Education. Although in many cases it is assumed that if a teacher is successful in teaching the classroom, he or she will be able to pass the knowledge and skills to a student intern, it has to be admitted that this is not a natural skill but it can be developed through preparation and training. The focus of this study has been the mentoring relationships between teacher mentor and student teacher during a short paired teaching placement and how this supports professional preparation of student teachers. Findings on the effectiveness of mentoring have yet to be final and more areas need to be studied and further investigated, particularly focusing on the readiness of teacher mentors for their mentoring roles and relations.

Keywords: teacher mentors, mentoring relations, student-teacher, teaching practice

INTRODUCTION

Each initial professional formation sees an experience in real life situations as a component of competence development and professional identity. This moment is often perceived by the prospective teacher as the moment when he or she really learns to teach. Cooperation between educational institutions allows for the progress of the teaching practice, but is still in need for an appropriate teacher mentor straining. This suggests the need for a better mentoring way during the teaching practice. Mentoring can be one of the most effective tools for helping student teachers develop their professional skill, ensuring high-quality teaching and successful learning in schools (Boreen et al, 2009; Ingersoll & Strong, 2011; Wood and Stanulis, 2009).

The interactive partnership between the university and the school emphasizes mentoring in its two aspects: on one hand, the responsibility of the teacher mentors towards the needs of the student teacher in the beginning of the profession; on the other hand, the development of a framework on thinking and considering new perspectives on the meaning of effective teaching. Mentors evaluate data collected from student teachers during the pedagogical practice, to lead them towards a continuous teaching and learning process.

MATERIALS AND METHODS

The role of teacher mentors in the professional preparation during school placements has been the focus of attention by many authors. The teacher mentor is seen as a performer or a leader, who uses common learning, modeling, observation and discussion; an instructor, trainer, who helps student teachers to achieve a certain level in relation to the entirety of their professional competencies, defined earlier (Maynard and Furlong, 1995). In our case, a mentor is an experienced teacher who instructs and guides the student intern in the process of acquiring teaching skills (Musai, 2001).

In a successful practice, the teacher mentor is more active and stays closer to the student interns. He or she decides positive relations, teaches in a simple way the techniques of class management and concretely helps in planning, instead of waiting for problems to appear and afterwards to intervene to solve them.
Berk, Berg, Mortimer, Walton-Moss & Yeo (2005) have noted that since the 1970s more than twenty different definitions of the terms "mentor" and "mentoring" are displayed in literature. Relying on these articles and essays, they propose the following definition of mentoring relations: "A mentoring relationship is one that may vary along a continuum, from informal / short-term to formal / long term, in which faculty with useful experience, knowledge, skill, and / or wisdom offers advice, information, guidance, support, or opportunity to another faculty, member or student, in service of that individual's professional development" (p. 67).

Feiman-Nemser & Buchmann (1987) have studied the major role of teacher mentor’s interventions in the success of a professional practice and claim that teacher mentors need to intervene in various ways to contribute in a successful pedagogical practice of the student intern. They need to explain their pedagogical actions and show how to widen the students' knowledge, how to guide the attention of the student intern on indicators of comprehension or confusion among students, to help the student to discuss the reasons for their decisions and actions; difficulties to distinguish what students know and what they need to know. According to the authors, only at the moment when the above are fulfilled, teacher mentors actually fulfilled their role as trainer of future teachers.

In teacher education, the "supervisor" role, in terms of learning to teach, has remained the straightforward process of practicing "do well", with supervisors that, assessing through observation, whether it was "well done" or not, pass on their assessment and give advice on how the practitioner can be improved and do better. In addition to developing skills in the classroom, students practitioners should also be helped to participate in a professional community and be willing to investigate themselves and their teaching in order to become better at finding(Mason 2002), an important capability for reinforcement of investigation and develop a complex and intuitive "strong reasoning" (Johnson 1999).

The "personal" role in the life and professional career of teachers (Day, 2004, Hobson et al 2006), may have influenced the choice of the term "mentor", connecting it more with the aspect of personal supporting role. Some student interns report their negative experiences when they perceive the mentoring teacher's attitudes different from their beliefs and values (Eby et al., 2000). Mentors bring their perspectives from their work as mentors. After their study on the development of a future teacher during professional practice, Furlong & Maynard (1995) propose mentor teachers intervene differently, according to the development achieved by the student intern during the stages. Thus, the teacher mentor should take the role of the model, trainer, a friend who criticizes, or a mixture of these roles. Choosing the most appropriate role should be based on the stage of development and the learning of the student intern.

Parslow & Wray (2000), Megginson & Clutterbuck (1995) define the mentoring relations as reciprocal and meaningful relations between two persons, in order to fulfill a successful transmission of the knowledge, labor and competencies. Cohen (1995) identifies 6 behavioral functions one must possess as a mentor: relations emphasis to establish trust; information emphasis to offer tailored advice, facilitative focus to introduce alternatives, confront focus to challenge, mentor model to motivate and mentee vision to encourage initiative. Cohen goes on to distinguish the mentor from the advisor, staff specialist and counselor. He further defines the mentor as one, who offers "substantial personal investment over an extended time frame" (Cohen, p. 5). It is a combination of these functions that makes mentoring meaningful to mentee.

Context of the study: Consultations conducted with various stakeholders of the school environment, including new teachers and student interns clearly reveal the accompaniment from an experienced teacher, is generally the most indispensable guide for student interns to achieve success. In this study we examine the relationship between mentor and student teacher in the context, where experienced teachers are assigned to work with student interns, to support their learning on teaching, according to the standards of learning and teaching.

Teacher mentors can be a great aide for student interns, playing a supporting role, listening, and at the same time sharing thoughts, ideas and professional experiences. So, through cooperation teacher mentor as student interns, mentoring allows for the professional development of student interns, making it easier to adapt to different aspects of the profession.
This study addressed these questions: What are the perceptions of student teachers about the variables of Principles of Adult Mentoring Scales during pedagogical practice? How can the relationship which can be established during pedagogical practices be determined?

**Methodology:** To ascertain answers to our questions, we drew on quantitative research method, used Principles of Adult Mentoring Scale (Cohen, 1995a, 1998). This instrument included 55 items were on a five-part Likert scale. Five possible answers are: never, rarely, sometimes, often and always. Descriptive statistics were derived using SPSS 21. Validity and reliability of this tool is certified and previously reported in the literature (Cohen, 1995). Participants for this study were student interns and teachers in primary education: 12 pairs mentor teacher-student intern for the treatment group and 12 couples mentor teacher-student intern for the comparison group.

**Data analysis:** We compared student interns assisted by trained mentor teachers with student interns accompanied by untrained teachers on mentoring in the comparison group. We use Wilcoxon-Mann-Whitney (WMW) test to compare the differences in mentoring relations between two independent groups in this study. For each factor the null hypothesis are set up and tested. The level of significance $\alpha = 0.05$ is used for hypothesis testing.

### RESULTS AND EVALUATION

Based on data analysis, we find statistically significant differences in 55 indicators to assess the attitudes and behaviors in the mentoring relationship. By analyzing the average scores for each function (Table 1), we see the highest average value in mentoring relations between mentor teachers and students intern of treatment group compared to those of the control group.

<table>
<thead>
<tr>
<th>Mentoring relations</th>
<th>Treatment group</th>
<th>Comparison group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. D</td>
</tr>
<tr>
<td>Relations development</td>
<td>3.969</td>
<td>0.731</td>
</tr>
<tr>
<td>Information</td>
<td>3.952</td>
<td>0.702</td>
</tr>
<tr>
<td>Facilitation</td>
<td>3.879</td>
<td>0.744</td>
</tr>
<tr>
<td>Challenge</td>
<td>3.927</td>
<td>0.739</td>
</tr>
<tr>
<td>Mentor Model</td>
<td>4.027</td>
<td>0.676</td>
</tr>
<tr>
<td>Mentee Vision</td>
<td>3.985</td>
<td>0.721</td>
</tr>
<tr>
<td>Total</td>
<td>3.956</td>
<td>0.719</td>
</tr>
</tbody>
</table>

*Source: calculated by author*

Graded average results vary with an average added value of 1.59 (i.e. 2.37-3.96). Each of the five factors was very significant ($p < .001$). The student interns perceived the modeling of mentoring relationships (M=4.03 with SD=0.68 training group and M=2.43 with SD=0.73 control group), their encouragement towards teaching through the visionary role of the mentoring teacher (M=3.98 with SD=0.72 training group and M=2.31 with SD=0.81 control group), the priority towards the developing of a relationship (M=3.97 with SD=0.73 training group and M=2.42 with SD=0.89 control group), as the most used functions. The results of alpha Cronbach 0.986 are considered acceptable for the 55 claims of the instrument (relations development 0.921, information 0.932, facilitation 0.888, challenge 0.885, modeling 0.914 and vision 0.950). All of the values were much higher than the required value 0.70 (Kiline, 1998) and all of them were statistically important ($p < .001$).

The mentoring teacher has a key role in a successful mentoring relationship, that is why it is important for the mentoring teacher to have self confidence and show will to teach and share his/her knowledge, simultaneously creating conditions to facilitate the learning and professional development of the student intern. It is important that student interns have "guided teaching" relationships with their mentoring teachers because these relationships have a great impact in learning how to teach. Glickman & Bey (1990) suggest that the help and instructions given by mentoring teachers are directly connected with the effectiveness of student interns.
Collaboration, patience, good communication skills, trust, honesty, and respect have an impact on increasing the effectiveness of mentoring relationships. The participants defined the role of the mentor and described their expectations on the mentoring relationships. Their answers showed that teachers look at their role in the mentoring relationship as a person with resources, guiding, role model, and friend with professional experience. These results coincide with the research paper (Yost, 2002) that describes the role of the mentoring teacher as an effective, guiding and supportive expert for the beginning teachers. Each of these roles, in the end of the day has an impact in the learning of students. Furthermore, many participants discussed that mentoring student interns broadens and "completes" their teaching skills and promotes personal reflection. The participants also discussed the importance of role modeling for the interns to facilitate and encourage their growth and success. It showed that modeling during this experience is useful for both collaborating teachers and student interns and is essential that beginning teachers have good models they can imitate (Weasmer & Woods, 2003). This theme asserts that mentors understand the important role they play in the professional development of future teachers and emphasizes the beginning hypothesis that describes mentors as guides, supporters and developers of their mentees (Halai, 2006). Collaborating teachers said they were willing to collaborate and willing to learn and share their knowledge with student interns. This shows that learning during mentoring relationships is a two-way path, where both the mentor and the mentee learn from the collaborative relations.

CONCLUSION

Mentoring practices emphasize their role and help in preparing the future teacher to teach. This study offers implications for mentoring teachers and student interns, and researches and practices to encourage teacher preparation programs. When attempting to increase the effectiveness of preparation of the student interns, it is important that teacher forming programs keep working in collaboration with schools in order to develop and implement effective mentoring programs for teachers and student interns.

Enthusiasm on mentoring is increasing, but the real problem is the abilities mentors express in mentoring relationships. Further studies on how this information helps mentoring teachers are necessary and they are connected with the learning methods for adults. In order to facilitate the professional practice, mentoring seminars must be conducted in order to better prepare mentoring teachers in mentoring the student interns.

REFERENCES


OPFERBERICHT ÜBER BULLYING-TATEN

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**Abstrakt:** In Albanien sowie in anderen Ländern auch ist Bullying ein weit verbreiteter und beunruhigender Phänomen. In den albanischen Schulen ist das Bullying-Phänomen aktuell, aber dadurch, dass die Mehrheit der Schüler, der Lehrkräfte, der Psychologen, der Sozialarbeiter sowie der Eltern einen Mangel an Information darüber haben, was Bullying angeht, ist es unmöglich für sie Bullying zu identifizieren. Daher unterstützen sie Bullying unbewusst. Die Verbreitung von diesem Phänomen im Schulkontext ist stärker als darüber von Schülern, Lehrenden, Psychologen, Sozialarbeitern und von Eltern berichtet wird, oft wird dieses aggressive Verhalten leider unterschätzt und nicht als Bullying gesehen. In dieser Studie ist man zum Ergebnis gekommen, dass die Bullying-Opfer oft nichts davon erzählen und wenn sie das tun, dann wenden sie sich meistens an Mitschüler oder an Geschwister, und selten an Eltern oder an Lehrer.

**Schüsselwörter:** Bullying, über Bullying berichten, Bullying-Opfer, Eltern, Mitschüler, Klassenlehrer

**EINFÜHRUNG – WAS IST BULLYING?**


Die Bullying-Forschung hat gezeigt, dass die Hintergründe, warum die Schüler zum Bullying überhaupt kommen, in Zusammenhang mit einem problematischen Verhalten, wie z.B. Vandalimus (Solberg & Olweus, 2003), Schlägerei (Nansel und andere, 2001; Nansel, Overpeck, Haynie, Ruan und Scheidt, 2003), Alkoholkonsum (Nansel und andere, 2001), Rauchen (Nansel und andere, 2001), in der Schule fehlen (Byrne, 1994), die Schule schwänzen (Byrne, 1994), Waffen tragen (Nansel und andere, 2003), im Besitz von gefährlichen Waffen sind (z.B. nicht aus sportlichen Gründen) (Cunningham, Henggeler, Melton und Nation, 2000), als auch andere antisoziale Verhalten aufweisen (Solberg & Olweus, 2003).

Bullying kann man in allen Schulen erkennen und es ist nicht auf Rasse, Geschlecht, Sozialschicht oder auf andere natürliche Unterschiede begrenzt (Sullivan, Cleary und Sullivan, Seite 2). Als solches ist Bullying kein isolierter Prozess, sondern es kann sowohl im Schulkontext als auch im Privatleben auftreten.

**MATERIALIEN UND METHODEN**

**Das Ziel der Forschung:** die vorliegende Arbeit hat sich im Allgemeinen zum Ziel gesetzt, das Bullying-Phänomen im Schulkontext zu identifizieren, zu betonen wie wichtig es ist früh dagegen zu intervenieren und Programme gegen Bullying durchzuführen, den wichtigen Akteuren Vorschläge und Ratschläge zu geben, als auch Menschen das Bullying-Phänomen bewusst zu machen, speziell auf die kurz- und langfristigen Folgen von Bullying für die Betroffenen und die Gesellschaft. Dieser Artikel behandelt nur einen Teil der Forschung, nämlich den Opfer-Bericht über Bullying-Attacken.
Methodologie und Studienplan: Der Fokus dieser wissenschaftlichen Studie ist das Phänomen von Bullying zwischen den Schülern im Schulkontext. Die angewandte wissenschaftliche Methodologie, um Bullying besser zu identifizieren und zu beschreiben, sind Umfragen bögen und eine Fokusgruppe.

Umfrage: Es wurde eine Antibullying-Umfrage von Olweus durchgeführt.


Frage der Forschung: Berichten Bullying-Opfer über Aggression? Falls ja, wie viele von ihnen machen das und an wen wenden sie sich?

ERGEBNISSE

In der Tabelle 1 kann man sehen, dass von 727 Schüler, die die Umfrage gemacht haben, 655 Schüler (90,1%) keine Bullying-Taten erlebt haben und 72 (9,9%) Schüler Bullying-Opfer waren. 47 (6,5%) Schüler unter diesen haben mit niemandem darüber gesprochen, und 25 Schüler (3,4%) haben sich an jemanden gewendet.

| Tabelle 1 |
|-----------------|-----------------|-----------------|-----------------|
| Ich habe keine Bullying – Taten erlebt | Ich habe Bullying – Taten erlebt, aber niemandem davon erzählt | Ich habe Bullying – Taten erlebt und jemandem davon erzählt |
| Mädchen | 294 (40,4%) | 8 (1,1%) | 16 (2,2%) | 318 (43,7%) |
| Junge | 361 (49,7%) | 39 (5,4%) | 9 (1,2%) | 409 (56,3%) |
| gesamt | 655 (90,1%) | 47 (6,5%) | 25 (3,4%) | 727 (100,0%) |

Quelle: eigene Datenerhebung

Bullying-Tatberichte – hier wurde das Geschlecht berücksichtigt

Anhand der Tabelle 2 kann festgelegt werden, dass Mädchen öfter als Jungen über eine Bullying-Tat berichten. Mädchen wenden sich an alle: an Klassenlehrer, an Eltern oder an Erziehungsberechtigte, an Geschwister, an einen Freund oder Freunden. Dagegen wenden sich die Jungs, wenn sie zu Bullying-Opfer geworden sind, nur an die Geschwister oder an einen Freund.
### Tabelle 2

<table>
<thead>
<tr>
<th>Geschlecht</th>
<th>Klassenlehrer</th>
<th>Eltern oder Erziehungsberechtigte</th>
<th>Geschwister</th>
<th>Freund oder Freunden</th>
<th>gesamt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mädchen</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Jungen</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>gesamt</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>25</td>
</tr>
</tbody>
</table>

**Quelle:** eigene Datenerhebung

**Mädchen**

Wie es in der Tabelle 2 dargestellt ist, wenden sich Mädchen bei Bullying-Taten an die unten aufgelisteten Personen: 1) Eltern oder Erziehungsberechtigten: 5 Schülerinnen; 2) Geschwister: 4 Schülerinnen; 3) Klassenlehrer: 4 Schülerinnen; 4) Freund oder Freunden: 3 Schülerinnen.

**Jungen**

Wie es in der Tabelle 2 dargestellt ist, wenden sich Jungen bei Bullying-Taten, im Vergleich zu den Mädchen in geringerer Zahl, an die unten aufgelisteten Personen: 1) Freund oder Freunde: 6 Schüler; 2) Geschwister: 3 Schüler.

### SCHLUSSFOLGERUNGEN

Wie es in der statistischen Analyse betrachtet werden kann, ist das Bullying-Phänomen auch in den Schulen des Sekundar-Bereiches I im Kreis Elbasan relativ verbreitet.

Von 727 Schülern, die den Umfragebogen ausgefüllt haben, sagen 9,9% (72 Schüler) Bullying-Opfer gewesen zu sein, und 15,2% (110 Schüler) geben zu, selbst Bullying-Täter gewesen zu sein.

Anhand der Analyse der quantitativen Daten kommen wir zu dem Ergebnis, dass die Schüler meistens nicht über Bullying-Taten berichten. Von 9,9% der Schüler, die über eine Bullying-Tat berichtet haben, haben nur 3,4% es jemandem erzählt. Es sind genau die Mädchen, die im Vergleich zu den Jungen öfter über einer Bullying-Tat erzählen. Von 3,4% der Schüler, die es jemandem erzählt haben, ein Bullying-Opfer gewesen zu sein, sind es 2,2% Mädchen und nur 1,2% Jungen. Die Schüler, die Bullying-Opfer waren, wandten sich eher an Geschwister und Freunde. Am wenigsten wandten sie sich an Klassenlehrer oder an einen anderen Lehrer, sowie auch an Eltern oder an Erziehungsberechtigte.

### REFERENZEN

THE ROLE OF PHYSICAL EDUCATION IN SCHOOL OF CHILDREN AGED 7-14 YEARS

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Abstract: Albania has major problems with education. Albanian schools have shortcomings in curriculum and infrastructure. Purpose of the study is to assess how children perceive the physical education program. This is a pilot study and is concentrated on secondary school Jeronim De Rada in Elbasan. There were 400 students for this study, male and female with and without disabilities. These students gave their positive and negative experience. The conclusion of data collection is that the majority of students were satisfied with the experience they had with the physical education program at the school. Most of them continue to take the physical education; both males and females desire competition more often. Most of them want physical education more often because playing and talking with friends is a pleasure running, laughing, having fun with friends. In particular the study emphasizes the importance of physical education program for middle school students. The study conclude that most students like physical education program at the school but have more discontent and demands for improved infrastructure, playgrounds and material base. The Albanian government should invest more in improving conditions in schools (invest in new gyms and other physical capacities) to make lesson higher quality and attractive.

Keywords: physical education (www.merriam-webster.com), physical wellbeing (ebooks.cambridge.org), mental, emotional

INTRODUCTION

Learning in physical education, as a process of programmed, organized and directed by the teacher, who realized in class and in other forms of motor activity outside of class, characterized by a set of important functions. Function full in the educational process, without doubt, the most important value we bring personality to pupils (Guido Subashi, Jani Daci, Physical Education Teaching, Tirane 2004). In physical education students learn to run, jump long and high, throw objects in the sign of the distance, play basketball, volleyball, handball, etc. Requirements for the fundamental goals of the program of physical education are: skills and habits, which characterize the level of the standard acquisition of multiple motor actions (Jani Daci, Veiz Belliu, Action learning motor and differential treatment of students in physical education, Tirane 1999).

Physical Education (International Cards Physical Education, Physical Activity and Sport, UNESCO General Conference), physical activity and sport in point 2.6 of its wider society, physical education, physical activity and sport can give health considerable social and economic benefits. A model of active life helps prevention of heart disease, diabetes, cancer and obesity, and finally it reduces premature death. Also, it reduces related costs associated with health, increases productivity and strengthens civic engagement and social cohesion.

Physical education in schools is important for children. It affects the education of a healthy lifestyle and active acquisition of skills are important and valuable throughout life, skills development coordination and physical attributes, the acquisition of the initial bases of technical and tactical elements that earned the sporting disciplines. It enables students to develop concepts and skills necessary to participate in a wide range of physical activities and sports, which affect the growth of their physical wellbeing and prepare for an active and healthy life. The National Association of Sport and Physical Education (www.aahperd.org/naspe/standarts/PEPS/cfm, July, 14, 2011) suggests for the importance of physical education program, each and every student (with and without disabilities) will: 1) demonstrate competency
in many movement forms and proficiency; 2) apply movement concepts and principles to the learning and development of personal motor skills; 3) have an active lifestyle; 4) exhibit health-enhancing levels of physical fitness; 5) develop and maintain positive personal and social behaviors which occur in activity settings.

**The impact of physical, mental and social education of children**

Physical education program to children creates opportunity for a harmonious development of their organization and improving its functioning. It is evidenced by studies to:
1) increase the amount of blood that the heart float in a brawl, coupled with a reduction in the number of beats per minute; 2) increase the volume of the lungs; 3) develop muscle strength;
4) hardens bone mineralization; 5) better control of anxiety, stress and brings satisfactory.

Physical education affects the psychological well-being, improves methods to control stress and mental functioning (such as the ability of decision making, planning, and improves memory), reduces anxiety and helps to a regular sleep. Participation in sport games teaches children many things about life. They win some games and lose in others; it makes them realize that victory and defeat are a part of life and should be accepted as such. When a student becomes part of a team, he learns that cooperation with others is very important if goals are to be achieved. They must respect the rules of the game, the decisions of the judge and the opponent.

**Physical education** (www.merriam-webster.com) is instruction in the development and care of the body ranging from simple callisthenic exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games.

**Physical, mental, emotional wellbeing** (ebooks.cambridge.org) refers to an area of health that includes the ability to express needs, wants, and emotions in positive ways; manage anger and conflict; and deal with frustrations. It involves practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

Participation in motor sport games provides mental and intellectual development of children in entertainment.

**METHODOLOGY**

The purpose of the study is to assess how children perceive the physical education program. This is a pilot study and is concentrated in secondary school Jeronim De Rada in Elbasan. Methodology collected student data was than viewed through the socio-constructivist paradigm to establish whether the method of physical education programs in schools brings satisfaction and activity level. This is a qualitative study focused on semi structured interview with focus group student and physical education teacher. We took the general demographic data e.g. grade, self-perception, and gender. From this methodology we know from students if physical education is optimal and tell what they like and dislike in this program. What is the significance of physical education for these middle school students? How do these middle school students perceive their physical selves? A final question is to describe their perfect physical education class. There were 400 students for this study, male and female with and without disabilities. These students gave their positive and negative experience.

**RESULT AND CONCLUSION**

Albania has major problems with education. Albanian schools have shortcomings in curriculum and infrastructure. In the case of physical education curriculum is completed but has obvious lack of infrastructure and the students are satisfied with the program that offers physical education in school and the professional side of teachers of physical education but have public discontent about the lack of playgrounds with contemporary standards because they are too worn out, gaps in the base materials and teaching tools. Most students take pleasure from physical education program at school because teachers make it fascinating.
In this study there were some predominant theses referring the relation between gender and grade. The majority of students are satisfied with the experience they have with the physical education program at the school. Most of them continue to take the physical education, both males and females desire competition more often. One of the most important factors in liking or disliking physical education is that both males and females prefer a competitive environment. They need to participate regularly in physical education programs and to have diversity in participation. Most of them want physical education more often because playing and talking with friends is a pleasure, also running, laughing, having fun with friends. In particular the study emphasizes the importance of physical education program for middle school students. Males showed more confidence in their sports than females. Both female and male provided opportunities for positive social interactions. The study conclude that most students like physical education program at the school but have more discontent and demands for improved infrastructure, playgrounds and material base. The Albanian government should invest more in improving conditions in schools to make a lesson in quality and attractive, e.g. to invest in new gyms and other physical capacities.

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FUNCTION MODULE OF PROFESSIONAL EDUCATIONAL ORGANIZATIONS

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Abstract: Changing the system of accounting and analysis of the material and technical provision of the implementation of the federal state educational standards of secondary vocational education have been considered in our article. Modular system that provides functional mobility and variability of logistics has been proposed to the implementation. Functional module is a system informational resource of implemented educational programs, which allows to organize all complex of tasks to be performed in the classroom according to the Federal State Educational Standard of Secondary Vocational Education (FSESSVE) and the Statute of Educational Organization (SEO). Formed on the basis of module a transparent system of trainings and methodical work as an ensuring of disciplines, general professional disciplines and professional modules allows visually to evaluate the interdisciplinary connections effectiveness, auditoria’s interaction between teachers, efficient use of material and technical resources throughout the school year and working week.

Keywords: vocational education, federal state educational standard, function module, training room, training complex, training program for mid-level professionals, the program is the training of qualified workers and employees

INTRODUCTION

The development of vocational education system currently actualized in close connection with the prospects of social and economic development of the Russian Federation. Changes in market conditions lead to modernization of the vocational education system. In order to ensure a common approach in the training of personnel and state educational standards are used in the educational process. Educational standards contain requirements for the results of the development of educational programs, the requirements for logistics, etc. The introduction of the federal state educational standards (Hereinafter referred to FSES), which replaced the state educational standards (hereinafter SES), led the changing nature of requirements for logistics provision. In particular, in the name of the state educational standards offices and laboratories was of a recommendatory nature, which is reflected in the use of the concept of "exemplary" in the federal standards recommendatory character was replaced by mandatory. At the FSES we read: "The list of classrooms, laboratories, workshops and other premises" Thus, the educational institution must, in accordance with the FSES to ensure that it is of the classroom, allowing to organize the educational process effectively.

MATERIALS AND METHODS

Analysis of the existing practice of the professional educational organizations and implemented training programs for mid-level specialists (hereinafter TPMLS) and training programs for skilled workers and employees (hereinafter TPSWE) allows to conclude that the names of the offices are correlated with each other, but not always correspond to the FSES. For example, if in the FSES 38.02.01 "Economics and Accounting" and in the FSES 46.02.01 "Documentalization of management" cabinet has named "Management", then in FSES 34.02.01 "Nursing" cabinet has named "Economics and Management in Healthcare"; in the FSES 22.02.06 "Welding Production" cabinet has named "Economics of Industry, Management and Legal support of Professional activity".
RESULTS

TPMLS & TPSWE compliance with the conditions of implementation FSES requirements is verified in the framework of the mandatory state control procedures, such as licensing and state accreditation. Educational organization put in a situation, when it nearly forced to call a classroom, fixing office name in order for an educational organization for the academic year. This decision gives rise to the problem of non-compliance conditions for implementing the FSES requirements in the speciality or educational organization approves the order with the names assigned to the same cabinet in accordance with the FSES requirements, spreading them on different shifts.

The resulting problem situation can be resolved in several ways:

1. Adoption of standardized names in classrooms TPMLS/FSES & TPSWE. Decision can be done at the level of the Ministry of Education and Science of the Russian Federation.

2. Return of recommendatory name for cabinets, not to create a non-compliance situation of classrooms items to the FSESSVE requirements. Decision can be done at the level of the Ministry of Education and Science of the Russian Federation.

3. Implementation an additional structural unit, defining the functional mobility and variability of material and technical support of FSESSVE. We suggest using the experience of preschool educational institutions use to describe the TPMLS & TPSWE modules the "functional unit" concept [1].

Function module (hereinafter FM) is a specially equipped room intended for students classes with one or more groups in a particular occupation (specialty) and extracurricular activities with students, ensuring visibility and demonstration materials, equipment, supplies and manuals. In other words, the means used for college education space organization aimed at solving problems of TPMLS & TPSWE, as well as additional professional education programs [2].

The development of information and communication technologies in the educational space greatly expanded educational opportunities and information space as a whole that is established on the basis of the college synergistic educational space as a local Intranet has reduced linking to a certain classroom. However, it is impossible to make the offices universal at the moment, because in the offices, along with virtual electronic materials, taken teaching software: handouts, models, layouts, equipment, consumables, etc. The created function modules are classrooms with posted informational security (access to the Internet, Intranet-lectures, e-learning resources), equipment, supplies, handouts, methodological support and so forth.

The FM structure is represented in the passport, which describes the unit designation for teachers and for students, the regulatory requirements for the organization of educational process. The technical specifications of the module described the location of the FM, the area of the school premises, the light level, the character of ventilation, air temperature, noise, firefighting system. The interactive component is the data about the equipment of the workstation of the teacher and student software, access to the Internet.

The FM passport described the conditions of realization of the basic professional educational programs and other professional programs. TPMLS & TPSWE are presented in the context of implemented programs in the classroom (disciplines, general professional disciplines, interdisciplinary courses, i.e. professional module). The name of the school office, laboratory and workshop is presented in accordance with the FSES for each educational program, a list of ongoing knowledge, skills and practical experience, as well as generated by general and professional competence.

Generated knowledge, skills and (or) competence are highlighted in the description of additional professional implemented programs by analogy. This section contains the sectarian (sectional) work within the framework of extracurricular educational work, work to expand the professional competencies of the students in preparation for participation in the social movement World Skills Russia. If a classroom is used in the work of the training center of professional qualifications, this section sets out additional professional education programs (retraining and professional development).
Interactive module components are represented by means of training, equipment, models, devices, models, simulators, spreadsheets, posters, cards and other technology which is necessary for effective educational process. A list of recommended textbooks and supplementary literature, prepared in accordance with GOST bibliography. The training complex includes training and program documentation, monitoring and assessment tools, guidelines for the main types of educational activity of students, didactic material (tables, posters, technological maps, models, models, etc.). Diagnostic tools (questionnaires, tests, measurement and control materials, etc.) are the fixed components in stationary description of security equipment, furniture, including special clothing required for work on stationary equipment. The diagnostic component is used in the educational diagnostics process: dispensing of test materials, assignments to the laboratory and practical training and so on. Section of extra-budgetary activities includes documents regulating the commercial activities carried out in the classroom: plan for extra budgetary activities, calculation cards and technological cards, certificates of sale of products / services provided, etc. This section is generally relevant to the workshops.

Photos of the three modules are presented in the final part of the FM passport. Both an act of checking the functional module to the beginning of the academic year and act-permission to conduct training in the function module are formalized. Here is a list of the functional module of teachers with data indicating of education, level of qualification, work experience, terms of engagement and the list of ongoing teacher training programs in this module. Schedule of functional modules includes: the number of shifts, workload per shift, while a technological break and cleanup day. The overall FM performance is assessed by the approved criteria in the framework of the annual competitions, including the marked stable and dynamic performance. Stable indicators include: stationary equipment and readiness for implementation of the educational process. Dynamic parameters are a teaching and demonstration of visual-support. The FM implementation highly increases the efficiency of the classrooms use and was a real tool for institutional quality management system.

**DISCUSSION AND CONCLUSION**

Summarizing the results of the implementation and FM operations, we can conclude: FM is a system informational resource implemented in the educational programs. FM streamlined the entire range of tasks carried out in the classroom according to the FSES and the Statute of the educational organization. The systematic use of FM training complex can be dynamically evaluated. Formed on the basis of a transparent system of FM training and software and educational software disciplines and professional modules allows visually evaluate the effectiveness of interdisciplinary connections and classroom interaction between teachers. The FM implementation reflects the time limit integration and extracurricular activities in conjunction with the extra-budgetary activities of the educational organization.

According to the FM passport, it is possible to track not only the readiness classroom for educational activities, but also the workload during the school week. In general, the functional module is the real quality management tool for vocational training, allowing organizing the educational process in accordance with the FSESSVE and the manufacturing process in accordance with the plan of extra-budgetary activities, ensuring the implementation of the statutory objectives of the educational organization.

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ÜBER PRÄSENS INDIKATIV IM DEUTSCHEN UND IM ALBANISCHEN

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**Abstrakt:** Mit dem Indikativ wird sowohl im Albanischen als auch im Deutschen etwas in sachlicher Feststellung als tatsächlich und wirklich, als gegeben dargestellt und ohne Bedenken anerkannt. Das Präsens ist die am schwächsten markierte Form des gesamten Verbalsystems im Deutschen und im Albanischen. Es ist die einzige stilistisch nicht markierte Ausdrucksweise zur Signalisierung der "Null-Temporalität" (generelles / gnomisches Präsens), die auch die Gegenwart einschließt. Die Hauptbedeutung des Verbs im Präsens Indikativ in beiden Sprachen ist es, eine Handlung auszudrücken, in der auch das Redemoment enthalten ist. Die Zeitdauer im Präsens ist unterschiedlich und hängt von dem ab, was der Sachverhalt ausdrücken möchte. Die vorliegende Arbeit hat sich zum Ziel gesetzt, eine theoretische und praktische Handlung darzustellen, was Ähnlichkeiten und Unterschiede des Präsens Indikativ im Deutschen und im Albanischen betrifft, illustriert mit sehr gut argumentierten und ausreichenden Beispielen.

**Schlüsselwörter:** Wahrheit, Indikativ, Vergangenheit, Zukunft, Partikel

EINFÜHRUNG – DER INDIKATIV

Die Begriffe "der Indikativ" (oder "die Wirklichkeitsform") in der deutschen Sprache und "mënyradëftore" in der albanischen Sprache kommen aus dem Lateinischen "modus indicativus". Mit dem Indikativ wird etwas in sachlicher Feststellung als tatsächlich und wirklich, als gegeben dargestellt und ohne Bedenken anerkannt (Duden, 2005, S. 156) [7]. Durch diesen Modus kann hauptsächlich die Modalität der Wahrheit ausgedrückt werden. Man darf den Indikativ nicht als einen "Modus der Wahrheit" verstehen, mit dem nur wahre Aussagen gemacht werden. Entscheidend ist, dass die Aussage in indikativischen Sätzen als real, als gegeben, zumindest aber als real möglich hingestellt wird [7, S. 157].

Wir liegen neun Kilometer hinter der Front (Im Westen nichts Neues, Erich Maria Remarque, Seite 7).

Ndodhemi nëntë kilometra pas vijës së frontit (Asgjë e re nga fronti i perëndimit, Erik Maria Remarque, f. 9).


DAS PRÄSENS IM DEUTSCHEN UND IM ALBANISCHEN

Das Präsens ist die am schwächsten markierte Form des gesamten Verbalsystems im Albanischen (Buchholz & Fiedler 1987, S. 123). Das Gleiche können wir auch über das Präsens Indikativ im Deutschen sagen. Das Präsens ist die einzige stilistisch nicht markierte Ausdrucksweise zur Signalisierung der "Null-Temporalität" (generelles / gnomisches Präsens), die auch die Gegenwart einschließt [4, S. 123]. Die Zeitdauer im Präsens ist unterschiedlich und hängt von dem ab, was der Sachverhalt ausdrücken möchte, die Temporalität kann sich auf den Moment, in dem wir sprechen beziehen, sie kann im Kontext definiert sein oder unendlich dauern bis in die Ewigkeit. Um das besser zu vermitteln und zu konkretisieren, ergänzen wir unten einige illustrierende Beispiele:

Sprichwörter: *Der beste Prediger ist die Zeit. / Koha është gjethtësi më i mirë.*

Meinungen seit Menschengedenken: *Wer sucht, der findet. / Kush kërkon, gjen.*

Unterschiedliche bestätigte oder wahre Aussagen in der Wissenschaft: *Jedes Atom besteht aus einem Atomkern und einer Elektronenhülle. / Çdo atom përbëhet nga bërthama e atomit dhe elektronet.*


1a. Cfarë po bën?
1b. Was machst du gerade?

2a. Tani poia mbathim njëherë andej nga lëndina që shtrihet pas barakave tona (Asgjë e re nga fronti i perëndimit, Erik Maria Remark, f. 14).
2b. Nun schlendern wir zu der Wiese hinter den Baracken hinüber (Im Westen nichts Neues, Erich Maria Remarque, Seite 12).

3a. Porri pranë shtratit të Kemmerihut (Asgjë e re nga fronti i perëndimit, Erik Maria Remark, f. 32).

**Jam duke mësuar** (Im Albanischen: Verb sein + Partizip vom Hauptverb).  
**Ich bin am Lernen** (Wiedergabe im Deutschen: Verb sein + Substantiviertes Verb).

Im Albanischen wird eine gewisse Zahl der Verben, die einen physischen oder emotionalen Zustand äußern, wie z.B.: gjendem, jam, kam, dua, dashuroj, urrej, admiroj, ëndërroj (Auf die Frage: “Çfarëpobën?” (Was machst du gerade?) antworten wir *Poëndërro* (Ich träume) oder *Po admirojpikturëntënde* (Ich bewundere dein Bild), di (sich befinden, sein,
haben, wollen, lieben, hassen, bewundern, träumen) etj., normalerweise nicht vom Partikel po begleitet.

- Këtënuk e di, i them unë. Di vetën që bëhet luftë dhe që gjithnjë e më shumë vende po marrin pjesë në tê (Asgjë e re nga fronti i perëndimit, Erik Maria Remark, f. 179).
- "Das weiß ich nicht", sage ich, "auf jeden Fall ist Krieg, und jeden Monat kommen mehr Länder dazu" (Im Westen nichts Neues, Erich Maria Remarque, Seite 181).
- Jëvërtetkaqhajvan, apo bënsikur je? hungëron Alberti (Asgjë e re nga fronti i perëndimit, Erik Maria Remark, f. 179).

"Bist du wirklich so dämlich oder tust du nur so?" knurrt Albert... (Im Westen nichts Neues, Erich Maria Remarque, Seite 181).

In beiden Sprachen wird das Präsens gebraucht um alltägliche Handlungen ohne zusätzliche Unterstützung von grammatikalischen Elementen auszudrücken:

Ai lexon gazetën, kur ha mëngjes.

Er liest die Zeitung (immer) während er frühstückt.


Beispiel im Passiv:

Es wird ein großes Hochhaus in der Nähe des Sees gebaut.

Po ndërtohet një pallat i madh në afërsi të liqenit.

Beispiel mit reflexiven Verben:

Was machst du gerade? Ich überlege mir, was ich mit dem Haus machen soll.

Çfarë po bën? Po mendohem, si t´ja bëj me shtëpinë.

In der albanischen Sprache, wenn der Sprecher die Handlung von der er spricht, negieren will, benutzt er die Partikel nuk (nicht), oder s vor dem Verb. Die Wiedergabe in der deutschen Sprache erfordert in manchen Fällen die Verwendung der Modalverben und der negierten Partikel der Handlung nicht.

1a. S´më flhet.
1b. Ich kann nicht schlafen (Modalverb + negierter Partikel "nicht")
1c. Nukpo krihem (ose: S´po krihem).
1d. Ich kämme mich nicht (negierter Partikel "nicht").


GEwanted: PRÄSENS IN DER VALUE DER AnderEN TEMPORAl

Auch kann das Präsens Indikativ sehr oft benutzt werden um Handlungen in der Zukunft oder in der Vergangenheit auszudrücken. Das Verwendungsspektrum des Präsens Indikativ in der deutschen Sprache, besonders in der gesprochenen Sprache, um Handlungen auszudrücken, die in der Zukunft geschehen werden, ist sehr breit. Zum Ausdruck der Zukunft wird das Präsens im Albanischen ohne eine bestimmte stilistische Charakterisierung verwendet, besonders in Kontexten mit Temporalstimmungen wie pasnesër (übermorgen), pas njëviti (nach einem Jahr), sowie mit Futur formen (Volutiv, Nezessitativ) [4, S. 123]:
A1-Morgen kommen die neuen Studenten (Präsens in Bezug auf die Zukunft).
A2-Nesër vijnë studentët e rinj (Präsens in Bezug auf die Zukunft).
B1-Was machst du morgen? (Präsens in Bezug auf die Zukunft).
B2-Cfarë do të bësh nesër? (Zukunft).
C3-Nächsten Monat fahre ich in Urlaub nach Spanien (Präsens in Bezug auf die Zukunft).
C4-Muajin tjetër do të shkoj me pushime në Spanjë (Zukunft).


Krujë o qytet i bekuar,
Prite, prite Skënderbenë,
Po vjen si pëllumb i shkruar,
Të shpëtojë mëmëdhenë.

Kruja, du gesegnete Stadt,
Empfange, empfange Skanderbeg,
Er kommt wie ein Adler,
Das Heimatland zu retten.

Das zweite Beispiel, Sätze in der deutschen Sprache und deren Wiedergabe im Albanischen:

Also, gestern, gehe ich im Nordpark spazieren. Plötzlich kommt die Polizei und sucht nach einer Leiche im See.

Atëherë, dje, dal shëtitje në Nord Park. Papritur vjen policia dhe kërkon një kufomë në liqen.


PRÄSENS INDIKATIV ALS IMPERATIV

Das Präsens, das Sachverhalte als Fakten beschreibt, wird auch in Aufforderungen verwendet, indem es die geforderte Handlung formaliter als Tatsache hinstellt, verleiht es die Aufforderung besonderen Nachdruck [6, S. 215]: Gehen wir! / Shkojmë!

Hier wird der Indikativ als Imperativ benutzt. Persönlich sehe ich das mehr als einen Vorschlag, als einen Befehl, aber die Bezeichnung, ob solche Verwendungen eher Aufforderungen oder Vorschläge sind, hängt eng mit der Intonation des Sprechers zusammen.
SCHLUSSFOLGERUNGEN

Mit dem Indikativ wird sowohl im Albanischen als auch im Deutschen etwas in sachlicher Feststellung als tatsächlich und wirklich, als gegeben dargestellt und ohne Bedenken anerkannt. Sowohl im Deutschen als auch im Albanischen wird dieser Modus weit in allerlei Texten benutzt, seien sie literarische, Schultexte, Texte mit wissenschaftlichem, technischem oder industriellem Charakter usw.

Die Hauptbedeutung des Verbs im Präsens Indikativ in beiden Sprachen ist es, eine Handlung auszudrücken, in der auch der Redemoment enthalten ist.

Das Präsen ist die am schwächsten markierte Form des gesamten Verbalsystems. Sachverhalte, die im Präsens Indikativ ausgedrückt werden, entsprechen der Modalität der Wahrheit, seien sie Bejahungen oder Zweifel. Die Zeitdauer im Präsens ist unterschiedlich und hängt von dem ab, was der Sachverhalt ausdrücken möchte, die Temporalität kann sich auf den Moment, in dem wir sprechen beziehen, sie kann im Kontext definierter sein oder unendlich dauern bis in die Ewigkeit:

a) Sprichwörter: Der beste Prediger ist die Zeit. / Koha është gjykatësi më i mirë.

b) Meinungen seit Menschengedenken: Wer sucht, der findet. / Kusht kërkon, gjen.

c) unterschiedliche bestätigte oder wahre Aussagen in der Wissenschaft: Jedes Atom besteht aus einem Atomkern und einer Elektronenhülle. / Çdo atom përbëhet nga bërthama e atomit dhe elektronet.


1a. Cfarë po bën?
1b. Was machst du gerade?

Am Albanischen wird eine gewisse Zahl der Verben, die einen physischen oder emotionalen Zustand äußern, wie z.B.: gjendem, jam, kam, duaj, dashuroj, urej, admiroj, ëndërroj, di (sich befinden, sein, haben, wollen, lieben, hassen, bewundern, träumen) etj., normalerweise nicht vom Partikel po begleitet.

In beiden Sprachen wird das Präsens genutzt um alltägliche Handlungen ohne zusätzliche Unterstützung von grammatikalischen Elementen auszudrücken:

AI lexon gazetën, kur ha mëngjes.

Er liest die Zeitung (immer) während er frühstückt.


Auch kann der Präsens Indikativ sehr oft benutzt werden, um Handlungen in der Zukunft oder in der Vergangenheit auszudrücken, das ist stärker im Deutschen als im Albanischen.


Also, gestern, gehe ich im Nordpark spazieren. Plötzlich kommt die Polizei und sucht nach einer Leiche im See.

Atëherë, dje, dal shëttije në Nord Park. Papritur vjen policia dhe kërkon një kufomë në liqen.
In beiden Sprachen wird das Präsens Indikativ in Aufforderungen verwendet. Hier wird der Indikativ als Imperativ benutzt. Persönlich sehe ich das mehr als einen Vorschlag, als einen Befehl, aber die Bezeichnung ob eine solche Verwendungen eher Aufforderungen oder Vorschläge sind, hängt eng mit der Intonation des Sprechers fest: *Gehen wir!* *Shkojmë!*

**REFERENZEN**

THE EFFECTIVENESS OF CULTURE-RESPONSIVE TEACHING AND ITS IMPACT ON ENGLISH AS A FOREIGN LANGUAGE STUDENTS' MOTIVATION IN WRITING CLASSES
(THE CASE OF INTERNATIONAL BLACK SEA UNIVERSITY, GEORGIA)

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Abstract: The main aim of the article is to demonstrate the consequences of integrating culture-responsive reading texts in English as a foreign language (efl) writing classes. Three studies have been conducted to prove the importance of culture-responsive teaching at international Black Sea University, Tbilisi, Georgia. Totally, 45 students participated in the study. Based on the findings of the research, we were able to draw conclusions and recommendations that are useful for English language teachers in order to increase students' motivation in writing classes, which seems quite a problematic issue in Georgian context. The experiment revealed that the students in experimental group were successful in writing essays based on culture oriented reading texts, which could be explained through increased level of their motivation.

Keywords: culture-responsive teaching, motivation, writing skills

INTRODUCTION

It is noteworthy to pinpoint from the very beginning that culture-sensitive English language teaching is important for students of diverse cultures to achieve academic success. The existing professional literature discusses many possible ways, strategies and techniques to insert culture into language teaching. The presented paper does not deal with the attainment of students’ overall academic achievement, but aims to identify the importance of culture-responsive English language teaching particularly in sharpening writing skills. The study presents our contribution to the existing researches in the world and is significantly interesting especially for Georgian context due to the increasing trend in classroom diversity.

MATERIALS AND METHODS

The issue of culture-responsive teaching has a long history and the connection between language and culture is well proved; "Culture is really an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language; culture-specific world views are reflected in language" (Valdes, 2001). This means that how people think, write and speak is determined by their culture. Edward Sapir in the 1920s pointed out that language and culture are inseparable. The works of Michael Byram have played an important role in the present understanding of the place of culture in second and foreign language pedagogy. In the late 1980s, Byram (1993) detected that culture represents "hidden" curriculum in second and foreign language teaching and points out that language teaching involves teaching about culture because language refers to speakers' knowledge and perception of the world, the concept of culture and cultural learning. Schuman (1978) introduces a model of social distance, which describes the relationships between learners group and target culture groups and identifies the factors that bring about the best language-learning context. "Distance" is of course an abstract notion and is interpreted as differences between two cultures. Among other parameters, cultural congruence is described as reflecting on the similarity or difference between two groups. According to Schuman, the similar 2LL and TL groups will have small social distance. The culture of the L2 group may
be similar or different from the TL group. It is notable that the classroom can provide some unexpected benefits for language and culture learning. Mitchell (1988), Damen (1987) and Kramsch (1993) hypothesize that students feel comfortable in the protective environment of a classroom. This protective environment keeps learners' motivation high to engage in learning. Based on this theoretical background, the paper outlines the possible ways to create a protective environment in writing classes through integrating culture-oriented reading texts.

Gardner model of motivation is important to be discussed while dealing with culture and linguistic success approach. For Gardner (2010) motivation is multifaceted, and it has been described with many various ways. If people are engaged and motivated, they can show many traits. They are determined. Majority of us have aims and goals that we would love to have or gain, but we sometimes fail trying to gain it because we do not have enough characteristics of engaged and determined individual that would assist in getting those aims. Motivated people always seem rigid, and attempt to do anything for achieving the main aim. They are active in pursuing their goals, they have hopes and assumptions about upcoming success or failures, and finally when they reach their aim, they show self-efficacy, they are self-assured about their success. At last, they have arguments for their actions, and these arguments are often named motives. Therefore, we can conclude that there are different distinctions of motivation but the main is how important it is for students and for teachers who want to reach success during the teaching and learning process.

Quasi-Experiment with pre- and post-questionnaire has been conducted to prove the importance of culture-responsive reading texts for students' active and agile participation in writing classes.

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</tr>
</thead>
<tbody>
<tr>
<td>Pre-Questionnaire- Freshmen students' attitudes towards</td>
<td>To determine students' level of motivation to write in English</td>
<td>Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Quasi-Experiment</td>
<td>To determine students' progress during in writing through culture-responsive teaching</td>
<td>Pre-,while- and post test</td>
<td></td>
</tr>
<tr>
<td>Post-Questionnaire -Measuring and understanding students' satisfaction and acceptance of culture-responsive teaching</td>
<td>To determine whether the students' satisfaction and motivation have increased during the quasi-Experiment</td>
<td>Questionnaire</td>
<td></td>
</tr>
</tbody>
</table>

Source: completed by authors

**RESEARCH FINDINGS AND ANALYSIS**

**Participants:** The participants were the freshmen students from different faculties at International Black Sea University. It is notable that the two groups (control and experimental) were formed by School of Languages at International Black Sea University. Therefore, we did not have an opportunity to form the groups, which resulted in different number of students in both groups. Totally, 45 students of the same level (Advanced) participated in the study. The group of 27 students was chosen as an experimental group and the other class of 32 students as a control group. The age of the participants ranged from 17 to 19.

**Pre-Experimental Questionnaire:** The aim of the study was to identify freshmen students' attitudes towards writing classes and their level of motivation to write in English.

A questionnaire, that is a quantitative method, was chosen as the method for this study. The reason for this was that it enables us to gather a large amount of data from respondents in a relatively little time. Analyzing the data gathered from questionnaires is equally time proficient and objective. The questionnaires were anonymous and took only several minutes to complete.

**Discussion:** The majority of the students (51.9%) in experimental group and (50%) in control group strongly agree that writing is a useful tool for language learning. 40.7% of the subjects in experimental and (33.3%) in control group agree that writing is a useful mechanism for language learning. The data showed that the students in both groups had a great
understanding of the importance of writing skills, but did not show a great preference to the writing process itself. Only 33.3% (experimental group) and 38.9% (control group) of the respondents marked the writing process as an engaging activity. The results revealed that the majority of the students in both groups (55.6% in experimental and 50% in control groups) were extrinsically motivated in writing classes. The data also revealed that the reason for less motivation was related to the types and nature of writing activities. The results of the questionnaire are given in the table below.

Table 2

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think writing is useful tool for language learning</td>
<td>51.90%</td>
<td>40.70%</td>
<td>7.40%</td>
<td>0%</td>
<td>50%</td>
<td>33.3%</td>
<td>11.10%</td>
<td>5.60%</td>
<td>0%</td>
</tr>
<tr>
<td>2. I think process of writing is interesting way to spend time</td>
<td>11.10%</td>
<td>18.59%</td>
<td>33.30%</td>
<td>22.20%</td>
<td>14.80%</td>
<td>5.60%</td>
<td>22.20%</td>
<td>22.20%</td>
<td>38.90%</td>
</tr>
<tr>
<td>3. I like writing because I can increase my scores in total academic performance</td>
<td>14.80%</td>
<td>55.60%</td>
<td>25.90%</td>
<td>0%</td>
<td>3.70%</td>
<td>16.70%</td>
<td>50.00%</td>
<td>16.70%</td>
<td>11.10%</td>
</tr>
<tr>
<td>4. Writing activities improve my critical thinking</td>
<td>22.20%</td>
<td>55.60%</td>
<td>11.10%</td>
<td>3.70%</td>
<td>7.40%</td>
<td>22.20%</td>
<td>44.40%</td>
<td>16.70%</td>
<td>11.10%</td>
</tr>
<tr>
<td>5. I am satisfied with the quality of essays that I write</td>
<td>25.90%</td>
<td>18.50%</td>
<td>29.60%</td>
<td>25.90%</td>
<td>0%</td>
<td>11.10%</td>
<td>27.80%</td>
<td>33.30%</td>
<td>22.20%</td>
</tr>
<tr>
<td>6. I am more motivated to do writing tasks rather than reading one</td>
<td>18.50%</td>
<td>11.10%</td>
<td>18.50%</td>
<td>33.30%</td>
<td>18.50%</td>
<td>5.60%</td>
<td>5.60%</td>
<td>27.80%</td>
<td>38.90%</td>
</tr>
<tr>
<td>7. While writing I can think deeply regarding different issues</td>
<td>18.50%</td>
<td>40.70%</td>
<td>33.30%</td>
<td>3.70%</td>
<td>3.70%</td>
<td>11.10%</td>
<td>22.20%</td>
<td>50.00%</td>
<td>16.70%</td>
</tr>
<tr>
<td>8. I write only because to gain scores</td>
<td>18.50%</td>
<td>29.60%</td>
<td>11.10%</td>
<td>25.90%</td>
<td>14.80%</td>
<td>16.70%</td>
<td>27.80%</td>
<td>22.20%</td>
<td>27.80%</td>
</tr>
<tr>
<td>9. I’d better write at home rather than in class</td>
<td>48.10%</td>
<td>33.30%</td>
<td>7.40%</td>
<td>11.10%</td>
<td>0%</td>
<td>22.20%</td>
<td>27.80%</td>
<td>33.30%</td>
<td>11.10%</td>
</tr>
<tr>
<td>10. I try to avoid writing tasks</td>
<td>7.40%</td>
<td>11.10%</td>
<td>14.80%</td>
<td>37.00%</td>
<td>29.60%</td>
<td>5.60%</td>
<td>33.30%</td>
<td>22.20%</td>
<td>16.70%</td>
</tr>
<tr>
<td>11. I feel unhappy to write</td>
<td>0%</td>
<td>7.40%</td>
<td>22.20%</td>
<td>59.30%</td>
<td>11.10%</td>
<td>5.60%</td>
<td>16.70%</td>
<td>16.70%</td>
<td>38.90%</td>
</tr>
<tr>
<td>12. I feel enthusiastic about the writing activity</td>
<td>11.10%</td>
<td>7.40%</td>
<td>37.00%</td>
<td>37.00%</td>
<td>7.40%</td>
<td>5.60%</td>
<td>22.20%</td>
<td>33.30%</td>
<td>22.20%</td>
</tr>
<tr>
<td>13. I feel lack of belief to complete writing tasks</td>
<td>3.70%</td>
<td>14.80%</td>
<td>40.70%</td>
<td>25.90%</td>
<td>14.80%</td>
<td>5.60%</td>
<td>16.70%</td>
<td>38.90%</td>
<td>33.30%</td>
</tr>
<tr>
<td>14. I think that writing activity is practical and worth effort to learn</td>
<td>22.20%</td>
<td>37.00%</td>
<td>29.60%</td>
<td>3.70%</td>
<td>7.40%</td>
<td>22.20%</td>
<td>44.40%</td>
<td>27.80%</td>
<td>0%</td>
</tr>
<tr>
<td>15. What others think of my writing is important for me</td>
<td>7.40%</td>
<td>22.20%</td>
<td>14.80%</td>
<td>37.00%</td>
<td>18.50%</td>
<td>16.70%</td>
<td>33.30%</td>
<td>27.80%</td>
<td>16.70%</td>
</tr>
</tbody>
</table>

Source: calculated by authors

To summarize the results, it has to mention that most of the students find writing an interesting and useful tool for language learning in both experimental and control groups. They realize the importance of writing in their academic performance. Most of the students like writing only to gain scores, which detects their extrinsic motivation to study writing. It is clear that students are extrinsically motivated nevertheless the fact that writing plays an inevitable role in language teaching. If we compare results of these two surveys of experimental and control group it is almost similar. Students in control group also realize the importance of writing activities in the process of language learning. They are sure that while writing they can think deeply regarding different issues that improves their critical thinking. They often avoid writing tasks and majority of students write only because they need scores.
Quasi-Experiment: The aim of the quasi-experiment was to determine students' progress during in writing through culture-responsive reading texts. There are two general categories of experimental research, true experimental design and quasi-experimental design. The word “quasi” in Latin means as if or almost. Considering this, quasi-experimental research could be described as a best attempt at an experiment when it is impossible, or not reasonable, to meet all the criteria of a true experiment. This type of research is typically recognized as no randomization of either subjects or treatment and the lack of comparison groups.

Participants: The participants were the same subjects from the study 1. None of the participants had had any experience of participating in this kind of experiment before. Therefore, the two groups had the same learning environment. The study was conducted in fall term of 2015 academic year. Before the experiment started, both groups were given a survey about their attitudes towards writing classes. The results of the questionnaire provided the context for the experiment.

The experimental group was introduced to different kind of syllabus, which meant giving them culture oriented texts once a week in addition to their regular program; they wrote their opinion essays regarding these texts, and made comparison between several cultures. Students liked the idea of taking part in the experiment and they became more interested and engaged in writing process. Obviously, culture oriented texts were more interesting for them than reading texts from their course book. The control group was not given any information about the experiment. They were following the regular program. The textbooks (outcomes advance by Hugh Deller and Andrew Walkley (2012), Heinle, Cengage Learning EMEA) used in both groups were the same.

The students in the experimental group were provided with extra culture-oriented texts (American, British, Chinese, Georgian, etc.) as prior tasks for writing. The texts with different cultural backgrounds were exploited to increase students' general understanding of the topic and interest towards culture-oriented writing activities. Students had enough information to write about the discrepancies existing in their own and international cultures, which gave them a self-confidence to reflect on the topic. The writing papers were checked through assessment rubrics for more objectivity.

Table 3

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre Test</th>
<th>While Test</th>
<th>After Test</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>2.5</td>
<td>6.6</td>
<td>8</td>
<td>1.4</td>
</tr>
<tr>
<td>Student 2</td>
<td>5</td>
<td>5.2</td>
<td>8.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Student 3</td>
<td>4</td>
<td>3.8</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Student 4</td>
<td>3.5</td>
<td>4.5</td>
<td>7.5</td>
<td>3</td>
</tr>
<tr>
<td>Student 5</td>
<td>5</td>
<td>6.8</td>
<td>7.8</td>
<td>1</td>
</tr>
<tr>
<td>Student 6</td>
<td>3.5</td>
<td>4.6</td>
<td>6.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Student 7</td>
<td>7</td>
<td>5.6</td>
<td>7.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Student 8</td>
<td>6</td>
<td>6.3</td>
<td>9.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Student 9</td>
<td>7</td>
<td>6.4</td>
<td>7.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Student 10</td>
<td>4</td>
<td>4.5</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>Student 11</td>
<td>3.5</td>
<td>5.4</td>
<td>8.5</td>
<td>3.1</td>
</tr>
<tr>
<td>Student 12</td>
<td>3</td>
<td>4.5</td>
<td>5.8</td>
<td>1.3</td>
</tr>
<tr>
<td>Student 13</td>
<td>4</td>
<td>5.5</td>
<td>9</td>
<td>3.5</td>
</tr>
<tr>
<td>Mean</td>
<td>4.6</td>
<td>5.3</td>
<td>7.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.4</td>
<td>0.9</td>
<td>1</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Source: calculated by authors

Discussion: The results of both groups are compared below in Table 3-4, expecting that an increased motivation to do classroom writing activities after giving extra reading materials would help students of the experimental group increase their results. It is notable that the total number of students in the experimental group was 27, but not all the students participated in pre-, while- and posttests. Therefore, we have taken the results of 13 students
for analysis. It is obvious that all the students in experimental group had success in writing essays based on culture oriented reading texts, which could be explained through increased level of motivation. The post Test results are the vivid arguments for showing the students improvement. All of the students' results were better after While test than in Pretest ranging from 3-5 to 4-7. The test results of the experimental group show that students' success in writing in English language is constantly increasing. The mean (arithmetical average) for the group rises from 4.6 (Pre Test) to 5.3 (While Test) and to 7.8 (Post Test). It should be mentioned, that the standard deviation (approximate indicator of how far the numbers tend to vary from the mean) decrease a little bit from 1.4 (Pre Test) to 0.9 (While Test) and increased to 1 (Post Test). It shows that the students have enough possibility to succeed once they are suggested interesting curriculum.

As for the control group, there were 32 students, but not all the students participated in pre-, while- and posttests. Therefore, we have taken the results of 18 students for analysis.

### Table 4

<table>
<thead>
<tr>
<th>Student</th>
<th>Pretest</th>
<th>While Test</th>
<th>Posttest</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>6</td>
<td>7.2</td>
<td>7.5</td>
<td>0.3</td>
</tr>
<tr>
<td>Student 2</td>
<td>6</td>
<td>6.5</td>
<td>6.7</td>
<td>0.2</td>
</tr>
<tr>
<td>Student 3</td>
<td>4.5</td>
<td>4</td>
<td>4.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Student 4</td>
<td>4</td>
<td>3.5</td>
<td>3.9</td>
<td>0.4</td>
</tr>
<tr>
<td>Student 5</td>
<td>5.2</td>
<td>5</td>
<td>4.8</td>
<td>-0.2</td>
</tr>
<tr>
<td>Student 6</td>
<td>4</td>
<td>4.3</td>
<td>5</td>
<td>0.7</td>
</tr>
<tr>
<td>Student 7</td>
<td>4.5</td>
<td>4</td>
<td>4.9</td>
<td>0.9</td>
</tr>
<tr>
<td>Student 8</td>
<td>3.6</td>
<td>3.8</td>
<td>3.4</td>
<td>-0.4</td>
</tr>
<tr>
<td>Student 9</td>
<td>2.4</td>
<td>2.3</td>
<td>2.5</td>
<td>0.2</td>
</tr>
<tr>
<td>Student 10</td>
<td>2.5</td>
<td>2.6</td>
<td>2.8</td>
<td>0.2</td>
</tr>
<tr>
<td>Student 11</td>
<td>6.5</td>
<td>6</td>
<td>6.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Student 12</td>
<td>5.8</td>
<td>5.5</td>
<td>5.9</td>
<td>0.4</td>
</tr>
<tr>
<td>Student 13</td>
<td>7.5</td>
<td>7.2</td>
<td>6.9</td>
<td>-0.3</td>
</tr>
<tr>
<td>Student 14</td>
<td>5.4</td>
<td>5.2</td>
<td>5.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Student 15</td>
<td>3.8</td>
<td>3.6</td>
<td>3.9</td>
<td>0.3</td>
</tr>
<tr>
<td>Student 16</td>
<td>4</td>
<td>4.3</td>
<td>4.1</td>
<td>-0.2</td>
</tr>
<tr>
<td>Student 17</td>
<td>7</td>
<td>6.6</td>
<td>6.8</td>
<td>0.2</td>
</tr>
<tr>
<td>Student 18</td>
<td>4.9</td>
<td>5.2</td>
<td>5</td>
<td>-0.2</td>
</tr>
<tr>
<td>Mean</td>
<td>4.8</td>
<td>4.8</td>
<td>5</td>
<td>0.2</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
<td>0.3</td>
</tr>
</tbody>
</table>

*Source: calculated by authors*

Some students gathered almost the same points in while test as they had in pretest (from 4 to 4.5 and from 4 to 4.3, from 3.6 to 3.8). Several students were less successful in while test than in pretest (from 7 to 6.6; from 55 to 54, from 7.5 to 7.2 etc). The mean (arithmetical average) for the group does not change, it is 4.8 (Pre Test), again 4.8 (While Test) and to 5 (Post Test). It should be noted that some students results have not been changed, standard deviation is 1.4 (Pre Test), 1.4 (While Test) and again 1.4 (Post Test). Therefore, the test results show that the majority of the students did not achieve the favorable outcome. Some of the students' motivation seems to be increased a bit but there is no drastic growth so far.

**Post-Experiment Questionnaire:** After the experiment, we conducted a questionnaire to identify freshmen students' attitudes towards writing classes and their level of motivation to write in English after the experiment was finished. We wanted to measure if students' attitudes have been changed towards writing. Out of 27 students, 22 of them filled survey.

**Discussion:** To analyze the results, it has to mention that most of the students (63.6%) find writing an interesting and useful tool for language learning. They feel enthusiastic towards writing activities. Most of the students seem to be intrinsically motivated. Majority of
them (45.4%) are sure that they can complete writing tasks and want their teacher to bring culture related texts often. The majority of the students (54.5%) agree that culture related texts increased their interest to write better. Surprisingly, only one or two students answered that they didn't like such kind of activities and their motivation has not been increase. The results of the questionnaire are given below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I found culture related texts interesting</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>36.30%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>54.50%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>4.50%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2. I am satisfied with the quality of essays I wrote</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>13.60%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>63.60%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>3. I am more motivated to do writing tasks now</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>31.80%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>22.70%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>27.20%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>4. I try to avoid writing tasks</td>
<td>Almost always</td>
</tr>
<tr>
<td></td>
<td>4.50%</td>
</tr>
<tr>
<td></td>
<td>Most of the time</td>
</tr>
<tr>
<td></td>
<td>22.70%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>18.10%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>27.20%</td>
</tr>
<tr>
<td></td>
<td>Almost Never</td>
</tr>
<tr>
<td>5. I feel enthusiastic about writing activities</td>
<td>Almost always</td>
</tr>
<tr>
<td></td>
<td>9.90%</td>
</tr>
<tr>
<td></td>
<td>Most of the time</td>
</tr>
<tr>
<td></td>
<td>36.30%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>22.70%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>27.20%</td>
</tr>
<tr>
<td></td>
<td>Almost Never</td>
</tr>
<tr>
<td>6. I feel lack of belief to complete writing tasks</td>
<td>Almost always</td>
</tr>
<tr>
<td></td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Most of the time</td>
</tr>
<tr>
<td></td>
<td>13.60%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>13.60%</td>
</tr>
<tr>
<td></td>
<td>Rarely</td>
</tr>
<tr>
<td></td>
<td>40.90%</td>
</tr>
<tr>
<td></td>
<td>Almost Never</td>
</tr>
<tr>
<td>7. Culture related texts increased my interest to write better</td>
<td>Strongly agree</td>
</tr>
<tr>
<td></td>
<td>4.50%</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>40.90%</td>
</tr>
<tr>
<td></td>
<td>Neither agree nor disagree</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>22.70%</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>8. I would like teacher to bring culture related texts</td>
<td>Every day</td>
</tr>
<tr>
<td></td>
<td>9.90%</td>
</tr>
<tr>
<td></td>
<td>Once in a week</td>
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<td></td>
<td>21.80%</td>
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<td>Often</td>
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<td></td>
<td>45.40%</td>
</tr>
<tr>
<td></td>
<td>Once in a while</td>
</tr>
<tr>
<td></td>
<td>9.90%</td>
</tr>
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<td></td>
<td>Never</td>
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<table>
<thead>
<tr>
<th>Questions</th>
<th>Experimental Group</th>
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<tbody>
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<tr>
<td></td>
<td>9.90%</td>
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<tr>
<td></td>
<td>Never</td>
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</tbody>
</table>

Source: calculated by authors

We can conclude that culture related texts affected and increased students motivation towards improvement in writing classes. The obtained data revealed that it is obvious that motivation for students to write different kinds of tasks and essays in English is very important. It is clear that less motivation affects students' results and their improvement. Pre-experiment questionnaire revealed that students were aware of the importance of writing activities for language learning, at the time they were lazy and not motivated to write. Quasi-Experiment showed that students' motivation before the culture related texts was more extrinsic than it turned to intrinsic after integrating culture-oriented texts for writing purposes. The results of post-questionnaire show that students' interest towards writing increased tremendously. There were different reasons for students' lack of motivation: they had regular syllabus, topics not generating interest and discussion, writing activities not being much interesting. When students are not interested in a topic consequently, they do not have interest to express their ideas through writing. It is vivid that if topics that are interesting and new for them make students more engaged, motivated and involved in the process writing and in the end, their results are changed and improved. The quasi-experiment showed that all the students' results in experimental group were better after While test than in Pretest ranging from 3-5 to 4-7. The test results of the experimental group show that students' success in writing in English language is constantly increasing. The mean for the group rises from 4.6 (Pre Test) to 5.3 (While Test) and to 7.8 (Post Test). It should be mentioned, that the standard deviation decrease a little bit from 1.4 (Pre Test) to 0.9 (While Test) and increased to 1 (Post
Test). It has to be mentioned here that there is a little systematic research on integrating culture-oriented texts in writing classes. The majority of the studies deal with culture integration in language teaching (not specifically on a particular skill). In this respect, these results could be supported by some previous studies by Loughrin-Sacco (1992), Kleinsasser (1993), Ryan (1994), Martin and Laurie (1993), and Robinson and Nocon (1996).

Limitations of the research: The research conducted has some limitations. The duration of the experiment was limited to one semester. The results would be more reliable and valid if the experiment was held for a longer period. The experiment was short-scale, limited to only one University and two groups only.

CONCLUSIONS

- The study revealed the vital importance of extrinsic motivation for students to write different kinds of tasks and essays in English. The pre-experimental survey showed the low level of students’ motivation in writing classes and created a solid background for my experimental study. The quasi-experiment proved the students’ active participation in writing activities through implementing culture-oriented reading texts as prior preparation phase to enable students generate interesting and innovative ideas related to writing topics. The results are in agreement with Scumann's model of social distance. Cultural congruence was achieved through analyzing the similarities and differences between two different cultures, which created a positive attitude towards a target culture and consequently reduced an existing social distance. The students found culture-oriented activities very interesting, which obviously provoked their intrinsic motivation. This was proved by the post experimental survey, where the students detected their great preference to culture responsive teaching.

- It is obvious form the studies that if EFL teachers integrate culture in their syllabus will increase the students' academic performance. The study revealed that the students in experimental group had success in writing essays based on culture oriented reading texts, which could be explained through increased level of motivation. It is in agreement with the hypotheses made by Mitchell (1988), Damen (1987) and Kramsch (1993) regarding the protective environment of a classroom, where the students feel comfortable and motivated to engage in language and learning about culture.

- The Post Test results are the vivid arguments for showing the students improvement. All of the students’ results in experimental group were better after While test than in Pretest ranging from 3-5 to 4-7. The test results of the experimental group show that students' success in writing in English language is constantly increasing. The mean for the group rises from 4.6 (Pre Test) to 5.3 (While Test) and to 7.8 (Post Test). It should be mentioned, that the standard deviation decrease a little bit from 1.4 (Pre Test) to 0.9 (While Test) and increased to 1 (Post Test). It shows that the students have enough possibility to succeed once they are suggested interesting curriculum.

RECOMMENDATIONS

- Based on the result of our research findings, we would recommend English language teachers to become more focused on culture-oriented texts or different and numerous reading materials that can engage students to do writing activities more enthusiastically.

- It is also advisable for teachers to use carefully planned writing activities so that lessons can be interesting for students in order to increase their motivation to write, to improve their results and make English language learning objectives achievable for all students.

REFERENCES

ONLINE COMMUNICATION AS ONE MORE ALTERNATIVE TO TEACHER-PARENT COMMUNICATION IN ALBANIAN EDUCATION

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Florinda Tarusha, Doctor in Pedagogy, Associate Professor, 
"Aleksander Xhuvani" University, Elbasan, Albania

Abstract: Nowadays, information and communication technology facilitates communication and enables us to reach many people in a very short time. Online communication is a new form of communication in Albania. Although there is a fairly rapid increase in the number of Internet users, in schools this form has not found a great use. Very few schools in the country have their own websites, even though all schools are equipped with computer labs and Internet connection. Albanian schools are attempting to offer different forms of communication, amongst which online communication, online presentations through the web pages of different schools, newsletter etc. But, nevertheless are very little compared to the opportunity and convenience that these forms offer. In a study conducted with teachers and parents of students in elementary education in the district of Elbasan, evaluations of teachers and parents about this form of communication and frequency of its realization were taken. A main target was also the identification of problems that hinder this form of communication. It is noted that in relation to other forms of communication, online communication is less desirable and less realized by teachers and parents.

Keywords: online communication, forms of teacher-parent communication, e-mail, information and communication technology

INTRODUCTION

Technology has given parents and teachers the opportunity to explore new ways of communication (Zieger & Tan, 2010). Online communication is a new form of communication in Albania. Although there is a fairly rapid increase in the number of Internet users in schools, this form of communication has not yet found a great use.

THE ADVANTAGES OF ONLINE COMMUNICATION

The study of literature has clearly shown that "constant communication between the school and families build partnerships that provide benefits for students" (Simon, 2004). To make the above possible, it is necessary that different and doable forms of communication are offered.

Technology nowadays offers plenty opportunities for fast and appropriate communication. Teachers and communicate with parents through e-mails, websites, blogs or social networks (Bouffard, 2008; Hohlfield, Ritzhaupt & Barron, 2010). New technologies have the power to improve teacher-parent relationships and ensure an easy, effective and efficient way to transmit information (Lunts, 2003; Backy, 2009).

A fast form of communication is through e-mails. E-mail has thoroughly changed communication between the school and the family and has made teachers more accessible (Thompson, 2008). Using these technologies may diminish the barriers that occur when trying to organize personal meetings and they make possible the immediate transmission of information to many families. They effectively spread information concerning school practices and ensure opportunities to engage in the children learning (Bouffard, 2008).

CHALLENGES OF ONLINE COMMUNICATION

Communication strategies that use new technologies have more benefit if they take into account the diversity of needs of parents, focus on the learning connection at home and school environments (Lewin & Lucki, 2010).
Online communication also represents a challenge (Emerson, Fear, Fox & Sanders, 2012). Website creation and maintenance and sending and reading e-mails require time and commitment. Likewise, not all families have access to the internet and are also limited in their ability to participate in online communication with the school (Graham-Clay, 2005; Lewin & Lucki, 2010). Rogers and Wright (2008) point out that the main reason why parents do not use technology to communicate is that not every one of them has the technology at home or do not have the knowledge needed to use the technology to communicate.

CURRENT SITUATION OF ONLINE COMMUNICATION IN ALBANIAN SCHOOLS

All elementary and high schools in Albania are equipped with computers or laptops in order to teach ICT (information and communication technology) and all schools have internet connection in order to take advantage of this subject. A project undertaken by the Albanian government on December 2005 enabled the computerization of schools and introduced the education of students in elementary and high schools in ICT and by 2013 it was able to put 1 computer for 4.65 students. In the Strategy of Pre-University Education Development 2014-2020 states that: "With all the investments made, the use of ICT in educational institutions is limited".

Katyal and Evers (2007) support the need to increase regular communication between school and family. They point out that the collection of information about students in an organized and systematic; promoting mutual communication between teacher and parent has grown significantly at a time when learning happens more outside of school through the Internet and other technologies.

How do teachers and parents evaluate the online communication between them?

In a study conducted with teachers and parents of the elementary education in the district of Elbasan (300 teachers and 300 parents) their thoughts and evaluations on this way of communication as a means of creating reciprocal teacher-parent relations were taken. Interviews were also conducted with the parents in order to obtain their views and direct assessments on this form of communication.

The questions on the questionnaire directed to the teachers and parents were: How do you assess teacher-parent communication through information and communication technology? How often do you communicate with each other through this form of communication? Questions directed the respondents intended to take the perceptions of stakeholders involved in teacher-parent communication in connection with the assessment of the usefulness of this form of communication and frequency of communication, which are considered essential conditions for building solid and valid contacts between the school and the family.

Table 1 represents the data regarding how much teachers and parents like this form of communication.

<table>
<thead>
<tr>
<th>Desired forms of communication</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online communication</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Very likeable</td>
<td>42</td>
<td>14.0</td>
</tr>
<tr>
<td>Likeable</td>
<td>77</td>
<td>25.7</td>
</tr>
<tr>
<td>Not very likeable</td>
<td>83</td>
<td>27.6</td>
</tr>
<tr>
<td>Not likeable at all</td>
<td>98</td>
<td>32.7</td>
</tr>
</tbody>
</table>

Source: researched by authors

Teachers and parents were asked on their thoughts on a list of different communicating ways and the most liked were teacher-parent meetings and written communication. After was communication via phone whereas home visits were the least preferred form of communication. It is to be noted that online communication is not a very preferred way of communication. Data gathered from the questionnaire shows that only 39.7% of the teachers like this form of communication.
communication as opposed to 44% of the parents. In order to keep the parents informed, and also to obtain valuable information from them it is necessary that the communication is continuous. *Table 2* shows the frequency of this form of communication.

**Table 2**

<table>
<thead>
<tr>
<th>Online communication</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Parents</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Answers</td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>Once a month</td>
<td>15</td>
<td>5.3</td>
<td></td>
<td>8</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>Once every two months</td>
<td>23</td>
<td>8.2</td>
<td></td>
<td>18</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Once a semester</td>
<td>24</td>
<td>8.5</td>
<td></td>
<td>21</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td>220</td>
<td>78.0</td>
<td></td>
<td>253</td>
<td>84.3</td>
<td></td>
</tr>
</tbody>
</table>

*Source: researched by authors*

Online communication is still a very rare form of communication between teachers and parents. Only 5.3% of the teachers said they communicate every month with parents. 8.2% said they communicate once every two month, 8% said they communicate at least once a semester and 78% said they have never communicated with parents online. On the other side, 2.7% of parents say they have communicated with parents every month, 6% said they communicate once every two months, 7% say they communicate at least once a semester and 84.3% say they have never communicated with teachers online. This data shows that online communication between parents and teachers is almost inexistent.

Other than the fact that not all parents can access these forms of communication, it seems that "breaking the ice" is also a major problem in this case. Both sides way to see who will take the initiative to engage in this efficient and fast form of communication which has spread in many other fields but still absent in the communication between parents and teachers.

In the questionnaires done with the parents they were asked about their assessment on this form of communication and the frequency of it. The lack of online communication between them and the school is notable. Parents assess this form of communication as important, even though they admit they have never used it to communicate with teachers. The parent of a 7th grader says "No, I have never communicated with teachers via e-mail. It's not that I do not have their e-mail addresses but I think it's better if I just go and meet with the teachers. It gives me more space to express myself and my concerns. On the other hand, I do think this way of communication is a further step in teacher-parent relationships and it is easier and faster".

**CONCLUSION**

Teachers and parents appreciate the usefulness of this form of communication but barely use it. There is many teachers and parents that still struggle with the usage of this technology. This is more predominant in villages. It is necessary that teachers and parents are offered the necessary training to be able to use this way of communication.

The willingness of the teachers to use online communication from the beginning of the scholastic year not only by giving the parents their e-mail addresses but also by encouraging them to communicate is necessary in order to encourage this way of communication.

Schools need to take advantage of the many opportunities that online communication offers, not only as another form of communication, but also as a way to reach more parents faster, a way to distribute information immediately and a way to communicate at any time.

The provision of diverse and fast ways of communication enables not only the opportunity of reaching a large number of parents, but also the opportunity of creating more stable and broader relationships between teachers and parents. This way they can enable the use of resources and experience both sides posses in order to improve the quality of teaching and give the students a complete and stable mental formation.
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MENTAL HEALTH CONSERVATION OF A PRESCHOOL TEACHER

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Yuliia Babachuk, Senior Lecturer,
Chair of Occupational Safety, Physical Education and Health,
Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Ukraine

Abstract: The paper analyzes the researches devoted to the mental health preservation problem of a kindergarten educator. Author gives the characteristic of the main indicators of the mental health. Also author has determined the causes of the mental health violations of a kindergarten educator. The article contains the directions of the mental health preservation of the kindergarten educator. Kindergarten educator's mental health is essential for the efficiency of their professional activities. The mentor should realize the importance of his own health as the most important professional values necessary conditions for professional activities. Mentor must have clear understanding of personal responsibility in maintaining mental health and strengthening; have knowledge about mental health prevention of and its conservation.

Keywords: health, mental health, mental health indicators, mental balance, emotional sphere, harmonization of personality, kindergarten teacher

INTRODUCTION

The recent years are characterized by an increase of the public attention to the health. A number of measures aimed to its strengthening were held. Traditionally the main attention is focused on the issues of the physical health maintenance: hardening, physical activity, nutrition, treatment and so on. Meanwhile, the current understanding of the health goes far beyond medicine and involves considerable efforts in another direction. Health is the foundation of the maximum social efficient operation of the individual and the basis of the life quality, a prerequisite for maximum disclosing each person's possibilities. The effectiveness of human development depends on the formation of human capabilities (improved health, acquisition of knowledge and professional habits) and also maximum of their usage for work, recreation, cultural, social and political activities in the first place. Therefore, a significant part of the national wealth of each country is undoubtedly the health of a human society [1, p. 51].

MATERIALS AND METHODS

The health phenomenon is the subject of research by many scientists and it is discussed in several aspects: philosophical, medical and biological and socio-pedagogical. Yu. Amosov, E. Weiner, B. Voytenko, I. Muravov, G. Nikiforov, Yu. Lisitsyn, B. Petlenko and others studied its essence. Our studies show that the category of "health" is defined by the researchers as integrative quality full and harmonious human existence in all its dimensions and aspects. In recent decades, mankind's desire to preserve its own health is particularly emphasized. In the modern psychological and pedagogical literature there are many studies devoted to the essential aspects learning, factors of the occupational stress, occupational maladjustment syndrome of the emotional combustion, stress management, ways to eliminate the syndrome of the emotional combustion (V. Bobrytska, L. Karamushka, S. Maksimenko, C. Maslach, M. Leiter, E. Rutman, L. Smyk, N. Samoukina, V. Shepel, G. Zaichykovska, G. Zaitsev et al). Much more attention is needed for the research connected with the development of preventive measures and the ways to preserve and strengthen of the mental health of an educator, forming future caregiver stress, ways and means of harmonizing of his inner world.

The purpose of the article is to identify mental health problems of a kindergarten teacher; singling of the conservation areas of educator's mental health. Health, as by the World Health Preservation Organization defines, is a state of the complete physical, mental and...
social well-being. There are other approaches to the definition of health. However, in modern
definition of health differences draws not so much attention as commons; its important
characteristics are the psychological aspects. Thus, the understanding of the health is
different, but each definition mentions mental health of the individual as an important link in
understanding of health. According to the definition of a psychologist's dictionary Mental
Health is a state of the mental well-being that is characterized by the absence of the mental
disease manifestations that provides adequate conditions of behavior regulation [9, p. 175].

RESULTS

Mental health of the individual is closely related not only with the physical health,
which is the basis of the personal health, but also with moral (spiritual) and social health. On
balance, both psychological stability and self-sufficiency of the individual depend on the
relations with the outside world, the degree of mastery of spiritual values, building of the
relationships based on moral standards, adaptation to the changes in the social environment
[1, p. 128].

The criterion of mental equilibrium deserves a particular note among these signs of
mental health. From the degree of mental equilibrium depends person's prudent balance with
the objective conditions of his adaptability to them (V. Myasyshchev). The mental healthy
personality inherent harmony, mental balance, spiritual direction, and focuses to self
improvement and personal enrichment properties.

Among the main indicators of mental health the following can be identified the
following [6; 7]: in the emotional sphere-positive emotional state, overcoming of negative
emotions, including destructive (fear, anger, envy, greed), emotional stability (self-control),
free expression of emotions, their adequacy, optimal health; in the intellectual sphere as the
ability to focus, attention, to hold information in the memory, the ability to think logically, to
show creativity, the activity in the cognitive activity; in the motivational and personal sphere
as an adequate level of aspiration, self-esteem, a personal autonomy, self-esteem, self-control,
a volitional formation, commitment, activity, positive motivation of life, behavior and relations,
an adequate perception of the world and himself.

The resistance to overcome difficulties, saving the faith in yourself, self-confidence,
and abilities, perfect mental self-sufficiency constant high level of spirit are integral
components of the mental health.

According to G. Nikiforov, there are some signs of mental illness, the most likely are:
the lack of ability to think logically, categorical (stereotypical) thinking; emotional imbalance,
affective "stupidity", anger, hostility, increased anxiety and so on. Among the personal
properties are: inadequate self (unrealistically high or low), lack of faith in their own abilities,
avoiding of responsibility for themselves, losing of self-control or presence of hyper self
control, weakening of will. In general, an unhealthy personality is characterized by losing of
interest and love to others, motivation lack of life, passive lifestyle position [7].

An educator profession is characterized by noted very low rates of physical and mental
health. This is because of the teacher's work belongs to the category of difficult, stressful,
most intensive in psychological terms, such one, that demands large requiring reserves, self-
control and self-regulation from a person. There are some objective reasons for that: 1) great
emotional stress; 2) communicative overload; 3) appearance of certain professional deformations;
4) social insecurity and 5) low profession's status in the mass perception. In addition, the
teacher's profession belongs to the so-called "helpful" as related to the work in the "human-
human" system, providing a support and assistance towards. Kindergarten teachers have a
very high risk of mental and physical reactions to tense situations at work. Today, the
International Classification of Diseases even found a separate state such as "professional
stress". One of the consequences of prolonged occupational stress is a syndrome of emotional
combustion state of physical, emotional and mental exhaustion of a specialist.

The analysis of psychological and educational literature allowed us to distinguish the
main causes of the mental health of the kindergarten educator: 1) lack of ability to resist
stress; 2) lack of skills to control their emotions; 3) frequent exceed of their mental capabilities; 4) lack of ability to create an installation for joy; 5) inability to laugh at life's setbacks.

Mental health (emotional well-being and inner peace of mind, a sense of security) is the main criteria for the success of the kindergarten teacher's activity.

The high emotional tension of pedagogical work due to the presence of a large number of factors for stress: high dynamics, lack of time, work overload, the complexity of pedagogical situations which appeared, social assessment, the necessity for frequent and intensive contacts and interaction with various social groups.

The teacher is always in a variety of quick social situations, on which would respond flexibly and constructively. When meeting with unexpected situations, he must think, above all, how to solve the problem with minimal consequences for children who are under his responsibility. This is particularly significant conditions of pre-school education, where the responsibility for the lives and health of children is very high.

A large part of the kindergarten teacher's day is in an emotionally tense situation: emotional intensity of activity, constant attention concentration, and increased responsibility for children. Intense factors of this type influences on emotional and physical health of an educator. The nervousness, irritability, fatigue, malaise, different diseases appeared. In some cases, emotional stress reaches a critical moment when the teacher loses his composure and manifests himself in aggressive form (shouting, expression of anger, irritability). But the professional duty requires making right decisions, to overcome outbursts of anger, despair, resentment and frustration.

The kindergarten mentor should be able to hold his emotions and feelings. The outer emotions containment when inside there is a rapid emotional process does not calm, but it rather increases the emotional stress and the negative impact on mentor's health. Meanwhile tolerance, endurance, activity, optimism and other professionally important qualities required from the kindergarten teacher are largely due to his mental health.

There are many emotions: interest, joy, satisfaction, pleasure, surprise, sorrow, rage, despair, suffering, anger, hatred, disgust, contempt, contempt, fear, terror, sadness, concern, shame, remorse. There are emotions, feelings, moods, leading to health and happiness (health forming emotions), interest, joy, affection, pleasure, peace, compassion, wonder, affection, admiration. Health destroying emotions: anger, rage, sadness, concern, sadness, fear, anxiety, sorrow, despair ... The predominance of certain emotions in the life leads to the health or a disease. It is important for a kindergarten mentor to learn how to surround himself with beautiful emotions; to counteract negative emotions. To maintain and support his mental health an educator should use: positive thinking, optimism, emotions control, friendly attitude to people, love of himself and others [5].

Counselor's mental health affects directly the whole atmosphere in a kindergarten. Many studies show that a significant number of teachers are characterized by the emotional instability, high levels of anxiety, and tension. As A. Asmakovets considered, negative mental states reduce the teacher's effectiveness in education and training of children, increase a conflict in relationships with pupils, parents, colleagues, and contribute to the emergence and consolidation of negative qualities, causing the high tension, aggressive self-defense and inhibit creativity.

**DISCUSSION AND CONCLUSION**

On the basis of scientific psychological and educational literature you can select highlight key direction of educator preservation of his mental health:

1. Motivation support for teaching activities.
2. Awareness of truth that you can be healthy only making hard affords and doing this personally.
3. Providing social and psychological conditions in improving teacher's competence.
4. Psychological support of conditions of pedagogical flexibility (emotional, behavioral, intellectual).
5. Increasing teacher's professional identity.
6. Strengthening the capacity of his life and vitality.
7. The development of recovery programs, a variety of educational and health services for teachers.
8. The usage of effective forms and methods of his work for improving of education and educational activities, psychological, developmental, corrective, trainings aimed on personality's formation and development of, counselor's mental health improvement.
9. The increased attention to educator's occupational health from the kindergarten administration.

Mastering the technique of self being of the teacher [4] "anti-stress-technologies" or anti-stress training elements are effective preventive measures [3]. Interesting, in our opinion, is program developed by N. Samoukinona [8] aimed at psychological defense against of stress. It includes five steps (stages): 1) ecology of the spiritual world; 2) ecology of thoughts; 3) 4) feelings and experiences ecology and 5) ecology of unconscious and person's lifestyle. This program can be successfully used by teachers to enhance their mental health, to help them in creating anti-stress force, to achieve their career growth without an excessive stress.

Thus, the results of the studying lead to the conclusion that kindergarten educator's mental health is essential for the efficiency of their professional activities. The mentor should realize the importance of his own health as the most important professional values necessary conditions for professional activities. He must have clear understanding of personal responsibility in maintaining mental health and strengthening; have knowledge about mental health prevention and its conservation. Prospects for further researches we see in studying of value concepts of future educators about health and healthy lifestyle, in identifying the motives and behaviors aimed at maintaining, preserving and improving mental health.

REFERENCES
REALIZATION OF INTERDISCIPLINARY GRAPHIC COMMUNICATIONS IN THE PROCESS OF EDUCATIONAL PROJECTS IMPLEMENTATION

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*Kryvyi Rih Pedagogical Institute of State Higher Educational Institution, "Kryvyi Rih National University", Ukraine*

**Abstract:** The paper shows the interdisciplinary communications of graphic disciplines; states the successful formation of design and engineering competence of the future engineer requires not only connection between adjacent programs, but also engaging students in real projects that ensure the transfer of knowledge from different disciplines; interprets the research findings. The capabilities of educational projects have great potential in forming creative personality, able to update skills and find ways to manifest individual activity. They make it possible to identify the interrelation of the studied concepts, laws and theories as with the means of only one discipline to do it is not possible. Such organization of educational process will allow carrying out interdisciplinary analysis, synthesis and integration of knowledge that will contribute to a comprehensive vision of the practical results of future professional activity through the implementation of educational projects.

**Keywords:** interdisciplinary communications, educational projects, design and engineering competence, graphical training, graphical disciplines, engineer

**INTRODUCTION**

In connection with the integration of Ukraine into the European educational and scientific space the need for engineers who are ready to carry out research and inventive work, taking into account technological progress, can independently solve professional problems and design ways of their implementation has intensified. Thus, Z. Bakum points that the application of the relevant principles, methods, forms and techniques will contribute to the formation of design and engineering competence for students and enhance of interdisciplinary communications will provide a comprehensive view of the practical results of the future professional activity [1, p. 37].

Purposeful implementation of interdisciplinary communications between related disciplines will ensure consistency, coherence and continuity of the acquired knowledge; stimulate motivational activities that will effectively influence the effectiveness of the learning process. The student should understand the necessity for an integrated application of acquired knowledge, using the skills of independent cognitive activity, the ability to carry out interdisciplinary analysis, synthesis and integration of knowledge.

**MATERIALS AND METHODS**

In the context of the solving problem it is important to mention that modern didactics considers interdisciplinary communications as one of the most important conditions for improving the efficiency of the whole educational process. Scientists who study various aspects of the outlined problem (Z. Bakum, O. Beliaieva, I. Holiiad, V. Davydov, A. Dedzhula, Yu. Dyck, V. Maxymova, L. Palamarchuk, O. Usova) emphasize that interdisciplinary communications provide not only the acquisition of relevant knowledge, but also expand scientific and professional horizons, develop logical and abstract thinking, cognitive abilities, students' activity and interest to learning. It is emphasized by O. Beliaieva, who notes that interdisciplinary communications are the foundation for the perception and understanding of new knowledge, formation of skills that allow organizing and summarizing of the existing experience and ensure the completeness of the information of professional nature [2, p. 28].

One of the most important stages in the formation of a competent professional is graphical training which is aimed at the development of spatial thinking, project vision,
designing skills, personal and professional qualities. That is why every topic and section of the graphic disciplines cycle should contain specific interdisciplinary material for deepening and understanding of basic concepts, develop the ability to use information not only from studied, but also from other related disciplines. Accordingly, strengthening interdisciplinary graphic communications will facilitate the acquisition of solid knowledge needed for training and later professional activity.

Formation of design and engineering competence in teaching graphic disciplines requires implementation of interdisciplinary communication between close in content subjects (mathematics and descriptive geometry, engineering graphics and engineering mechanics, computer graphics and computer science, etc.). Thus, when solving problems in descriptive geometry students should be able to apply knowledge of plane geometry and solid geometry which were mastered during the school learning.

Solving graphics tasks students perform the integration of acquired knowledge with interest (share a segment in graphic way into two or more parts, hold perpendicular from point to line, bisect angle, carry out a circle through two points, tangential circle through point, determine the length of the arc with minimal error (Huygens formula) which promotes efficient absorption of new knowledge in teaching graphic disciplines.

Later, performing graphics tasks in software environment «Compass» from the course "Computer Graphics" students form design and engineering skills get practical experience for future professional activities applying the knowledge gained at workshops in engineering graphics. Students in the course of this work should be able to justify their decisions depending on the particular purpose, based on information provided by graphic discipline; using information not only from studied, but also from other related disciplines; drawing information from different disciplines with extensive use of interdisciplinary communications.

To perform this it is enough to simply focus on graphic images: in the course of mathematics, graphs and diagrams; in the study of computer graphics, elements of computer science and engineering graphics; in the course of theoretical mechanics and strength of materials, calculation models; while studying geodesy and cartography, topographic image of the surface and so on. Such organization of educational process requires not only communication between adjacent programs but engaging students in real projects that ensure effective transfer of knowledge from different disciplines.

![Figure 1: Working stages on educational project in the graphical training process](image)

Implementation of interdisciplinary graphic communications through educational projects will attract future engineers to real practice, development of personal creativity, ability to work in a team using communication skills and independent experience, willingness to
answer not only for performed work but also for the entire project that will provide student's readiness for responsible use of graphics knowledge obtained in their practical application field. Thus, G. Povoliako and V. Sharko note that educational projects help to solve the problems of preparing young people capable of creative work, independent learning and communication, which involves the development of design, engineering and organizational skills [3, p. 219].

Students must learn to use the complex knowledge for implementation of practical research activities. Therefore, the implementation of educational projects in the process of graphical training means involving students into identifying and analyzing real practical problems related to future professional activity with the use of interdisciplinary graphic communications (Figure 1).

RESULTS

To identify skills to carry out interdisciplinary analysis, synthesis and integration of knowledge engineering students were proposed to join the educational project on "Forming the basics of design and engineering competence in carrying out the assembly drawings" with the help of the graphical program "Compass". The results are given in (Table 1).

Table 1
Comparative distribution of the formation levels of design and engineering competence in the implementation process of educational projects

<table>
<thead>
<tr>
<th>Formation level of design and engineering competence</th>
<th>Selection scope</th>
<th>Relative amount of students, %</th>
<th>Selective medium</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>27</td>
<td>8,4</td>
<td>64,07</td>
<td>2,85</td>
</tr>
<tr>
<td>Sufficient</td>
<td>95</td>
<td>29,8</td>
<td>73,50</td>
<td>2,20</td>
</tr>
<tr>
<td>Normal</td>
<td>187</td>
<td>58,6</td>
<td>82,72</td>
<td>2,17</td>
</tr>
<tr>
<td>High</td>
<td>10</td>
<td>3,2</td>
<td>92,00</td>
<td>1,25</td>
</tr>
<tr>
<td>Total</td>
<td>319</td>
<td>100,0</td>
<td>76,07</td>
<td>6,53</td>
</tr>
</tbody>
</table>

Source: calculated by author

Results show that involving students into educational projects enhances interdisciplinary graphic communications, which contribute to the formation of design and engineering competence of the future engineers in teaching graphic disciplines. Figure 2 shows lined with horizontal line average amount of scores in total (76.07). Selective medium according to the formation levels of the mentioned competence are close to the average values of these levels (2 – low, 3 – sufficient, 4 – normal, 5 – high levels of design formation and engineering competence). Analysis of selective medium and standard deviations of the formation levels of the design and engineering competence allows asserting that future engineers are aware of the need to engage knowledge from different disciplines not separately but comprehensively. It is indicated by the dynamics of average scores growth on each level (Figure 2) and reduce of standard deviation (Figure 3).
DISCUSSION AND CONCLUSION

Abovementioned proves that educational projects draw students nearer to their future activity, contribute to the implementation of interdisciplinary graphic communications, acquisition of knowledge related to real practice. Thus, 30% of students in the performance of the training project are able to involve information from different disciplines with extensive use of interdisciplinary communications; 25% can apply interdisciplinary communications and information and communication technologies in the artistic, creative activity; 25% are ready to consciously use obtained graphical knowledge in their practical application field; 20% are able to carry out interdisciplinary analysis, synthesis and integration of knowledge.

Consequently, the capabilities of educational projects have great potential in forming creative personality, able to update his or her skills and find ways to manifest individual activity. They make it possible to identify the interrelation of the studied concepts, laws and theories as with the means of only one discipline to do it is not possible. Such organization of educational process will allow carrying out interdisciplinary analysis, synthesis and integration of knowledge that will contribute to a comprehensive vision of the practical results of future professional activity through the implementation of educational projects.

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Part II: ACTUAL ISSUES OF MACRO- 
AND MICROECONOMICS 

INFRASTRUCTURE AS A CONTROL OBJECT 

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Abstract: Effective management of key socio-economic developing process of development 
and functioning of infrastructure needs the scientific analysis and theoretically substantiated 
recommendations. In Russia there is a gradual shift from hierarchical management of the 
socialist infrastructure to a new, more flexible model based on the participation of management 
and modern management techniques, used within business organizations. Functioning of state 
industry institutions through infrastructure gradually turn to connection with private 
organizations. 

Keywords: social infrastructure, economic analysis, management 

INTRODUCTION 

Observed during the twentieth century, the concentration of population, economy and 
infrastructure has led to a perception of the infrastructure, concentrated mainly in large regions, 
cities and metropolitan areas, connected by transport infrastructure. The economic analysis of 
infrastructure, which is a complex socio-economic and territorial system, the development of 
which is determined by the concentration of population, geographic environment, the 
development of all sectors of the economy, satisfying social and economic needs, involves 
first study the dynamics of investment in the system to ensure the operation, maintenance and 
development of economy and society. 

In the process of development in the infrastructure sector there are formed the objects 
of independent management: production, construction, transportation, traffic, social, energy, trade 
and other infrastructure industries. Separate elements in each branch of industry should be 
considered: institutions that work within some definite territory (country, city, village, region, 
district, neighborhood, quarter). 

And here these is a vise of importance in development of infrastructure industries in 
major cities, metropolitan areas, where these interests of a person as a citizen are closely 
interwoven and here they turn inessential structure of society as the main economic and 
science cultural potential if society is concentrated here. The development of economic 
mechanisms of social organization, urban planning and communication technologies in modern 
cities with million citizens is shown the difference of the process [1]. 

During the last years, first, these clearly goes the general trend of changing of the center 
of management of economic and presenting the responsibility for the put to practice decisions 
at different socio-economic problems to the regions. Then the second, the essential part of 
productive and intellectual potential of the country who will play a decision part in future 
development of the Russian society are all concentrated in large regions. And the third, when 
the transition to market relations and multiculturism, so there was to come the restructuring 
of regional urban functioning system and the restructuring of the development of infrastructure 
either together with the new strategies of models of management. In view of abovementioned, 
these comes a necessity of deep comprehension of inner process in socio-economic sphere of 
management in these processes and the relations and connections between components of 
infrastructure either, considering new approach because of the market reform [2].
MATERIALS AND METHODS

The industrial infrastructure of society is under enhancing together with the development of scientific and technological revolution, the growing importance of information. This causes the appearance of new types of infrastructure that develop on the basis of increased specialization and greater integration of labor, that allow to increase productivity, the emerge and spread of innovations on science, technology, production and management, samples of culture and art. In that case, a large industrial complex as a form of arrangement of infrastructure of society is more effective form the point of view of the economy. Labor is more productive in metropolitan. The main measure of all modern organizational innovations and it manifests itself in a natural way. When scientific and technological progress and the level of social productivity of labor determines the success of the country in the global market, so mega-cities will develop themselves till the natural limit, which will be determined by the development of public infrastructure.

The management the infrastructure controls the implement of the most characteristic effects of the functioning the socio-economic systems:

1) Commercial, which makes efficient use of the industrial and scientific capacity, accumulation of the consumer goods market, intersectoral cooperation, the use of fixed assets. The development of capital investment required for the reproduction of all elements of the economy, etc.

2) Demographic, ensuring balanced development of elements such as the formation of a healthy population and labor force, etc.

3) Environmental protection, providing a balance development of industries, emerging in the management of economic activities of the environmental situation, etc.

4) Social amenities, ensuring a balanced development of social serviced, health care, housing and communal services, education, etc.

5) Administrative (managerial), providing the effective management of the economy, etc.

But now the existing practice of socio-economic development of Russia didn’t provide an effective combination of criteria that take into account the interests of safety, operations, infrastructure and individual economic, social and cultural activities. For qualitative characteristics of infrastructure development as a complex system it is the only one criterion generalizing a certain set of systems; one criterion is that from different angles should characterize the most importance features of an object [3, 4].

The implementation of each function of governmental management has the relevant characteristics [2]:

1) Planning and forecasting the infrastructure management is usually based on goals set by the authorities and the population directly through demographic choice.

2) Business management in industrial infrastructure usually has a hierarchical structure of the hierarchy and corresponding management procedures. In this regard, within the framework of the infrastructure management these goes a special administrative bureaucratic style of management, which, however, has much in common with the style of management in large hierarchical commercial organizations.

3) The motivation to a less extent is based on cash compensation and some more on non-monetary incentives (prestige, performance of an important work, the stability of the situation, career opportunities, etc.).

4) Monitoring and evaluation as the part of infrastructure management are carried out by the federal and regional authorities and at the same time control with the population, either, both directly and through the media and social organizations. Control in public administration infrastructure is more extensive and comprehensive than in a commercial organization.

Practice of forming specialized government agencies, which act like private organizations; they perform many functions of government infrastructure sectors in the increasing number of infrastructure sectors: public functions are carried out on a contract basis, and, thus, these come in system a number of organizations that are functioning at the infrastructure of sectoral management. Taking into consideration the experience of foreign countries we may single out the following modern management infrastructure sectors:
1) The choice of the preferable objects of infrastructure that are to be placed on the territory is based on criteria that consider the efficiency of their functioning and also the need for labor and natural resources, the pollution of the environment, etc.

2) The sectoral management bodies must themselves put to practice such mechanisms of regulating of economic activity as taxes, compensation measures, the rates for the use of natural and human resources, pollution of the environment, to promote the emergence of industrial and social infrastructure. Decentralization and certain autonomy in taxation should not be absolute.

Methods of sectoral management of infrastructure should not be normative and remain stable the internal and external conditions of functioning are always of constant changing. For a number of industries it's would be effective the divisional model, focused of different groups of consumers of services of infrastructure and on different market segments. However, a higher effect now provides an adaptive type of organization, due to their greater flexibility, the ability to adapt rapidly to dynamic changes of external conditions, such as the growth of the number of cars, etc. [1].

RESULTS

In accordance with changes of the environment and needs of combination of sectoral and territorial management through the development of such model of management of infrastructure during the period of transition the following principles based on:

1) The created model is to be adapted (to change the content and some units of control) for the territorial conditions.

2) The infrastructure of the area should be developed in a smaller deficit than the local budgets of Russia, taking into account the trend of budget cuts from the local sources.

3) The subject of ownership of land, which delegates the owner the functions of the owner of the objects of infrastructure to a wide range of business entities.

4) A great number of territories are under the huge reduction and the state branch system of management is under modification with the object of infrastructure.

5) Function of regulation of the local administration should encourage the investment in the infrastructure of some business and should form the made of interaction of economic entities in development of infrastructure on mutually beneficial partnership.

6) The principles of management that proved the territorial department of infrastructure development should affect the territory management of the development of infrastructure more and more. This refers to the formation of ad hoc working groups, to the strategic planning, to delegation of the authority, to marketing, to the methods of management of corporate culture and to many other management techniques.

7) The creation of distributions should get some modern information technology of management of operation and development of infrastructure of major cities, based on administrative and financial innovation the technology of team building, i.e. flexible temporary working groups focused on creating new or improving old product. The creation of innovative within the urban infrastructure management is the key to success.

8) Innovative capacity is in need at every level of the territorial management of infrastructure (updating skills, encouraging the experiment, creative borrowing of the productive ideas, so-called fast starts) an innovative strategy turn to the gradual development of "step by step" rather than a global breakthrough.

9) The principle of the territorial management of infrastructure should be a record of how changing economic, social and demographic factors modifies the demand for infrastructure and public services, based on communication with the public, capturing shifts in public option, which may lead to changes in priorities.

10) The principle of minimizing the deficit of the territorial budget at the expense of the search of new source of income and the save of money on the quite existing programs, then organize the rational structure of territorial management of infrastructure that is to provide the easy way for quick information from top to bottom and back again and a hard
account either. Putting in order all the above-mentioned characteristics of infrastructure as a control object, they are to be shown in the form of a multi-dimensional model (Figure 1).

Where \( b \) are types of infrastructure benefits; \( x \) are infrastructure sectors of the economy; \( y \) is the territorial aspect of infrastructure services; \( z \) are types of infrastructure enterprises and organizations; \( f \) are functions of infrastructural management; \( e \) are socio-economic effects of infrastructure; \( k \) is criteria for the preservation and development of infrastructure; \( m \) are managing methods of infrastructure sectors; \( p \) are principals of territorial management of infrastructure.

Figure 1: Characteristics of infrastructure as a control object
Source: created by author

CONCLUSIONS

The premise for slow-motion development of infrastructure and different socio-economic types of farming in Russia was the presence of unused local resources and labor force of high qualification together with the deficit of infrastructure's service especially setting free the initiative of people, the development of different forms of management based on the effect concerning the certain the complex socio-economic problems to speed up infrastructure. It is necessary to develop the increase of employment, to form the middle layer, social orientation for the economy, etc. On the whole infrastructure of many regions of Russia are in very peculiar conditions. On the one hand, the coming to nothing production and infrastructure of capacity, on the other hand there is the chance to use the economic methods of state regulation without additional capital investment to provide the development of infrastructure and to produce a number of goods and services that are of much need for people.

For this we need to work out methods of the state of sectorial and spatial development of infrastructure in market conditions, selectively select objects, the development of which would gradually pull the chain infrastructure industries.

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YOUTH EMPLOYMENT SECURITY IN UKRAINE

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Abstract: The globalized world of the third millennium brings new demands on the national economy according to modern innovative changes. Current legislation on youth employment in Ukraine is characterized in our article. Peculiarities of youth unemployment are defined. The experience of countries with the highest level of national competitiveness argues that the determining factor of economic development, the key to the progress of modern civilized society and guarantee the success of the transition process in an active participation in the young generation.

Keywords: youth employment, young professionals, higher education, youth labor market, EU integration

INTRODUCTION

Towards Ukraine's accession to the European Economic Area more important is the process of training highly qualified specialists. The obvious fact that the modernization of Ukraine's economy is impossible without the training of young personnel with the appropriate skill level, as they are able to respond flexibly to innovation, generate innovative ideas, introduce new technologies to serve the technologically updated equipment, adapted to modern demands of innovative society.

Therefore, for Ukraine is strategically important to efficiently overcome youth unemployment and effectively integrate young people into the labor market.

MATERIALS AND METHODS

The purpose and objectives of the study is to identify problems and summarize how to enhance youth employment in the labor market in Ukraine by studying the EU experience and develop practical recommendations to overcome the imbalance in the youth labor market. To achieve this goal the study dealt such scientific and practical tasks: conducting a SWOT-analysis of youth labor market and the quality of education in Ukraine; formalizing and systematizing impact factors on employment and unemployment of young people in the labor market; assessing the state of youth labor market by quantitative and qualitative criteria; conducting comparative analysis of the youth labor market in Ukraine and the EU; developing methodological approaches to building a social and economic model to overcome the imbalance in the youth labor market in Ukraine; determining the direction of overcoming the imbalance in the labor market of young people in the modern world.

The object of research is the processes of increasing youth employment in the labor market. The subject of the research is theoretical, methodological and practical aspects of formation of the ways to increase youth employment in Ukraine.

Analysis of recent research and publications is an important contribution to employment of young people in Ukraine done by such scholars as: S. Bandura, A. Vyshnyak, M. Dolishniy, Y. Krasnov, E.M. Libanova, L.A. Semenova, A. Khomra, O. Yaremenko et al.

The formation of the labor market of young people, especially professionals with higher education, are covered by such Ukrainian scientists as A.S. Lavrukh, A.A. Yaremenko, O.A. Grishnova, M.I. Nizhniy, S.M. Zlupko and others.

RESULTS

Overall, the scientific literature provides many mechanisms to address the problem of youth unemployment, but we suggest a more integrated approach, it identified all subjects
related to the process of youth employment. Each entity has its own goals and interests. Based on researches, we took into account all the factors and mechanisms to address the situation.

Undoubtedly, editing needs and current legislation should emphasise on young people and focus on the following areas: setting incentives that will be beneficial to the employer, not the state, where can be used a certain experience of the European Union; necessary to significantly reduce the number of governing regulations of the employment of young people with the need to focus on quality, not quantity; formation of joint educational programs, internship programs, practical trainings of offsetting the workbook, but the legislation necessary to prescribe exactly protection of young professionals who participate in such events clearly highlight the duties and rights of employers and young workers to do these mutually beneficial relationship; prescribe in law real and effective mechanism for concessional lending or partial compensation for housing for youth from the State Fund for Youth Housing; require in legal acts to legalize certain types of flexible forms and innovative types of employment such as freelance.

Article 43 of the Constitution of Ukraine says: Everyone has the right to labor, including the possibility to earn ones living by labour that he or she freely chooses or to which he or she freely agrees. Paragraph 2 of Article 43 of the Constitution of Ukraine says that the state guarantees equal opportunities in the choice of profession and activity, creating conditions for the full enjoyment of their right to work and implements programs of vocational education, training and retraining of personnel according to the needs of society.

The Constitution of Ukraine forbids any discrimination in employment, including violation of the principle of equality of rights and opportunities. Certainly, these constitutional guarantees apply to young professionals. Young people as a separate category of the population are the most vulnerable in the current market environment. This is due to the lack of professional experience, legal and professional knowledge, and often, moral unpreparedness to compete in the labor market. Accordingly, in the present conditions young professionals are extremely difficult to exercise their right to work and compete in the labor market with other subjects.

Legislative acts establishing guarantees of the right to work of young people are: "The Labour Code" (Art. 196, 197), the Law of Ukraine "On Employment of Population" (Art. 14, 28, 29), Act No. 2998 of 5 February 1993 on promotion of social formation and development of the youth in Ukraine, as amended to January 1, 2015, the Law of Ukraine "On Education", the Law "On Vocational Education", "On the Procedure of employment of university graduates, whose preparation was carried out by state order": Resolution of the Cabinet of Ministers of Ukraine of August 22, 1996, No. 992.

January 1, 2013 came into force new law of Ukraine "On Employment of Population" No. 5067-VI of July 5, 2012. Since its adoption it has been about three years, it is quite a short time, but now we are able to analyze the dynamics of change.

According to the new Law of Ukraine "On Employment of Population", orphans, children deprived of parental care, and persons aged 15 years and that the consent of a parent or person in loco parentis, may, as an exception be made to work belong to people who have additional safeguards to promote employment. Also people with additional safeguards in promoting employment, owned youth who graduated or stopped teaching in secondary, vocational and higher education, retired from regular military or alternative (non-military) service (within six months after the expiration or termination of education and services) and for the first time accepted the work. For their employment enterprises, institutions and organizations with the number of staff more than 20 people set a quota of 5% of the average number of staff during the previous calendar year.

Today during youth employment, state guarantees a series of benefits and guarantees. Law of Ukraine "On Employment of Population" clearly defined mechanisms to encourage employers to create jobs (monthly, for one year, compensation costs for payment of the single social contribution for employed person who has finished or stopped teaching in secondary, vocational and higher education, freed from regular or alternative service), additional privileges of youth as "initial payment" and training with admission to general employment.
In particular, young workers who agree to work in rural areas, receive housing and a lifetime "starting pay" in tenfold minimum wage (up to December 1, 2013 by 11,470 UAH). Additional encouragement could be home ownership for young employee who works in rural areas for at least ten years.

University students are entitled to probation for up to 6 months of entering the record of the passage of such training in the workbook. The law also provides vocational training of the unemployed to order the employer for a specific job. According to Article 29 of this Law, colleges and students of vocational schools that have received a profession (qualification) for the qualifications of "skilled worker", "junior specialist", "bachelor", "specialist" and continue to study at the next educational qualification level, have the right to undergo training in a profession (specialty), which acquire education, enterprises, institutions and organizations regardless of ownership, type of activity and management, under the conditions of a specified contract for an internship in their free time.

Although it is a new law that would have to be more reasonable and modernized, still, there is more range of issues in the implementation of the labor rights of young people. After all, these rules do not apply to persons who have received education and qualification level "master" and those who received a lower education level, but ceased further training, which is confusing and creates the position of not prevailing opinions legislator. This gap in the development of the law does not create a legal dispute between the theoretical and the practical application of it.

A significant, at first glance positive innovation is the right to have their internship for the profession for which acquired education and record of completion of the training into the workbook. However, the law does not stipulate how the internship will contribute to employment as a young person, because under the guise of training can create temporary unpaid jobs. However, according to the experience of Kazakhstan, the lack of clear mechanisms to protect trainees opens the way for abuse by employers. Quite a frequent occurrence when graduates as interns working within the statutory period without pay, and then find themselves behind the company, institution or organization due to lack of communication between employment and internships. It seems that consolidating seemingly positive update legislator seeks to hide the bitter truth under a layer of sweet promises. So, like it happened with another norm of the new Law of Ukraine "On Employment".

Before acting Law of Ukraine "On Ensuring young people who got higher and vocational education, first job of providing subsidies to the employer" that established an effective form of support for youth employment, namely the employment of young unemployed by granting the employer subsidies by the Fund compulsory state social insurance of Ukraine against unemployment. This was to encourage employers to take a young man who will eventually gain a foothold in the production and become truly qualified. After the entry into force of the new Law of Ukraine "On Employment of Population", above mentioned legal act invalid. Instead of subsidies, was seemingly positive institute compensation that encourages employers to create new jobs and employment for these young people? However, the feasibility of such replacement seems questionable from the point of view of efficiency incentives employers. Today, the cost of creating new jobs far exceeds those benefits and tax credits, which the government is trying to maintain the initiative of the employer and thus even carefully drawn subsidy mechanism worked inefficiently.

A compensation of actual costs in the amount of single fee for obligatory state social insurance are significantly less than the subsidized and are only 100% compensation to pay single social contribution. In addition, compensation will be provided only through the establishment of a new job, and the grant was provided directly in connection with the employment of young specialists, without requiring the creation of new jobs. Consequently, there is no reason to believe that compensation will be better than incentive grants. In fact, the rejection of subsidies has become a way of saving the state budget and the Social Insurance Fund for Unemployment.
In the context of legislative changes driving, April 15, 2015 adopted a resolution at number 216 of August 22, 1996, No. 992. Resolution of that has changed, three coming years determined the fate of young professionals, not particularly in view of their desire, entitled "On the procedure of employment of university graduates, whose preparation was carried out by state order": Resolution of the Cabinet of Ministers of Ukraine of August 22, 1996, No. 992. Previously, according to the resolution of graduates who studied under the state order, was required to work for three years after graduation. From now on assignment for three years will receive only graduates of medical schools. In addition, for their fate meets Ministry of Health. Youth market segment is the most problematic share of the national labor market. Finding a first job, the discrepancy between the level and quality of education professional duties, lack of experience, youth discrepancy requests and suggestions employers exacerbate tensions in the labor market.

It is important to analyze the factors affecting the choice of place of youth employment. Many of them characterizes the current generation and different from older workers.

The most important factors that influence the choice of workplace can include the stability of the company and the payment of wages and interesting composition of and prospects for personal development. That young people are interested in not only money, they have seen the need for self-realization.

Not much affects the location of the company, indicating that the adaptability of young people and their mobility. Unlike the older generation, modern youth hurry to stick to own apartments and a city. Not very important for young people is the image of the company.

Do not discard the psychological moment; the atmosphere in the team is very important for young people (for 53% of respondent this factor was important). Therefore, of course, employers need to pay special attention.

If the estimated range solution to the problem of youth employment in other countries such as Austria, Czech Republic, Poland, Lithuania, Germany, the conclusion is that Ukraine, in terms of youth employment, compared with a number of European countries is an economically neglected country. In Germany, youth surprisingly rarely have problems with employment due to lack of experience and seniority. In Germany, there is a wide range of state-subsidized employment programs and courses designed to improve the schooling and vocational training. Employers are interested in forming young reserves in the country, as evidenced by the actions of employers to pay for training and skills of special learners with the condition of their employment with the company that sponsors.

In Austria, for example, employer's outlook is relatively bigger than in our country, because the Austrian employers need to implement new labor exclusively through attracting young professionals. This is because such people quickly learn new skills, have more endurance labor compared to other categories of persons, have the ability to implement their new working ideas and increasingly perform their duties due to lack of their family obligations and not have high demands for payment or position occupied. In the Netherlands, masters in the factories receive a fee for the preparation of a change in the factories.

According to the current situation in Ukraine, the country needs to develop something new. For example, Ukraine has long been ready to invest in IT-education. Experience shows that a country can "give birth" to decent professionals. Nevertheless, just to give birth, because almost all the promising young people most of all seeks to realize them abroad. As Kum, the founder of messenger "WatsAPP" was born in Kiev, but was educated in the US and became a billionaire by implementing the "American dream". Another example is Max Levchin, the founder of the electronic payment system PayPal, he was born in Kiev too and was educated in the US and is a dollar billionaire. Investments in education and information technology should make it to our country, but there are too many risks and too big payback for foreign investors.

The media and youth organizations should psychologically prepare young people to realize the role that they can and will play in the development of their country.
Indicators of unemployment in Ukraine labor market have not high gender differentiation and the unemployment rate of men over the years 2010-2015 exceeded the "female" unemployment. The only categories of the population, where age-specific employment rates show significant gender asymmetry in favor of men, are people aged 25-35. Women ages 20-24 and 25-29 years have the highest birth rates (in 2015 the proportion of children born by women in these age groups was 29% and 63%), which explains the low employment rate of younger women because of their reproductive activity. Breaks in professional activities related to the birth and upbringing of children, affecting not only the level of income of these women age, as well as the deterioration of the quality of their professional knowledge and skills in today's dynamic conditions of the labor market.

From the results of the comparative analysis determined that Ukraine has the lowest value of the share of youth in total population by age cohorts, the level of economic activity of young people is below the European average in all ages (15-24 and 25-34) cohorts of young people. It is also worth noting that the level of economic activity and employment rate of young people aged 15-34 years in Ukraine is the lowest in the last six years. Therefore, improvement of youth in the labor market can only be achieved through a deep understanding of employment problems both in general and in specific countries. However, effective solution to the problems of youth employment is impossible without constant monitoring of employment, unemployment of young people, in order to ensure effective regulation of youth labor market at all levels and the adoption of a package of special measures to counteract the negative effects of socio-economic crisis and the crisis of the labor market and employment, including measures of a social nature, aimed at easing the crisis particularly for young people.

Education is a priority of the state and society, an indicator of its culture and the foundation of progress. During the period of economic reforms Ukraine lost the high level of training, respect for knowledge. Finishing high school, young professional change to the share of economically active population and are one of the subjects of the labor market. Undoubtedly, there is a very close link between quality education and the labor situation in the roar of both general and youth.

DISCUSSION

Special attention should be paid to issues such as start-ups and innovative projects. The experience of foreign developed countries indicates that countries that have chosen the journey of innovation development today have a leading economic position in the world market. The proof of this fact is the USA, which brings innovative products to market by 85%, Japan 75%, and Germany 55%. Ukraine produces only 1% of innovations. According to the Global Innovation Index 2014 Ukraine occupied the 63rd place in the ranking of 143 countries by the level of development of innovation. This position is saved for the last 5 years (from 2010 to 2015).

The new generation Z is the ideal ground for startups. Gen Z really differs from Gen X. The new generation Z characteristic desire to have everything immediately, to live for own pleasure, and contempt for authority. Unlike their parents they can work for an idea, and be able to take risks.

Start-ups and innovative technologies, firstly, will stimulate the economic development of the country; secondly, will motivate young people of new generation to create new interesting projects in this area. Thirdly, this will help to avoid brain drain from Ukraine, who knows, if in Ukraine were favorable conditions, if may Jan Koum and Max Levchin founded their start-ups in Ukraine, paying taxes, and filled the state budget.

At the moment in Europe and in the world there has been a trend of strategic transition from commodity economies, bearing elements of instability to the intellectual. Governments around the world have long realized the importance of IT-industry to the economy, so use a number of tax tools and incentives. However, in many countries receives special tax treatment not only IT industry, but also companies from sectors where there is a high technology component.
According to the Deloitte report, in 2015 Global Survey of R&D Incentives in the world using a combination of five types of tax incentives: tax deduction (reduction of the tax base by the amount of spending on R&D); tax credit (reduction of tax payable on the value of investment in R&D); preferential rates (income tax, VAT or as exemption from customs duties); accelerated depreciation (fixed assets involved in R&D); various grants.

With all these benefits in Ukraine is only exempt from VAT for the supply of software. However, the discussion draft Code of even this privilege is not available, and most likely it will not.

Certainly if Ukraine wants to develop in this direction, we must create the conditions for IT-business. For example, interest in this regard is Lithuania. Vilnius is the most active startup platform. It hosts hundreds of themed events that bring together a vibrant startup community. The city has several coworking for business startups such as: StartupHighway X (SHX) located in Rupert, the center of the arts, education and business integration. Also Vilnius Hub is the first coworking space in Lithuania. Another important initiative is the stage start at Vilnius Tech Park.

This place will be the main hub for technology start-ups and other business initiatives in Lithuania. This technology park will bring together local and international talents of the fastest growing sectors: heyminh, big data, cyber security, and graphics. Prosperity startups in Lithuania promote a policy of low taxes compared to other European countries. The same is needed in Ukraine.

In our opinion, this is one of the most effective measures that can certainly minimize taxes regardless of the amount of wages, and increase the amount of employees sufficiently by at the same time reducing the shadow economy and will help to fight against huge youth unemployment and create new business startuos and innovative technologies.

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STRATEGIC FEATURES OF ENTERPRISE ACTIVITY AND MANAGEMENT IN THE CONTEXT OF GLOBALIZATION

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Abstract: The main characteristics of virtual-intellectual environment management are investigated in the article. The main reasons that influence the formation of the environment have been identified by the author. It is proved that economic entities can provide a high level of competitiveness in this environment due to increased creativity and innovation management. At the same time, some individuals can improve their competitiveness by accelerating the development of innovation and creativity.

Keywords: virtual-intellectual environment of management, innovation management, management of creativity, innovation and creativity development

INTRODUCTION

Indigenous and systemic transformation taking place in the modern economy. They relate to particular individuals, entities and countries. Therefore, we can speak about the formation of virtual and knowledge-based economy at the present stage. Fundamentals of economy were discussed earlier [1]. However, at the present stage there is a need to review the system of virtual-intellectual environment management. Our article is devoted to the study of this issue.

MATERIALS AND METHODS

Methods of system analysis and synthesis were used in the course of our investigation.

RESULTS

Globalization has become an integral feature of modern development. It almost went into all spheres of economic and touched each individual.

Formation of virtual-intellectual environment management is one of the main consequences of globalization.

Virtual-intelligent management environment (hereinafter VISKhOM) is characterized by three main features.

1. Symptom is virtualization of business: this feature is that space and time lose their limiting value or substantially weakens their limiting value.

2. Symptom is ascending intellectualization of economic activity. The essence of this feature is that it increases the proportion of predominantly intellectual spheres of management in total economic spheres.

3. Symptom means growing intellectualization mostly dumb areas of management. The main content of this feature is to ensure that the number of intellectual operations steadily increased mainly in the areas of non-intelligent management.

Virtualization of economic activity related to the disappearance or significant weakening of limiting values of time and space factors, arises from the systemic effects of the three strategic patterns.

Regularity 1: Significant acceleration and an increase in the volume of data transmission. Previously, a letter from Australia went 1.5 months to Ukraine and more. Now e-mail comes from all over the world to any other part of the world in a maximum of 2 hours.

To pass on the Radio 2000 pages of text, you needed a few months up to half a year.

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1 The author informs scientists that the priority for this scientific direction and copyrights at the international level both are confirmed by the registration in the State Intellectual Property Service of Ukraine on May, 20, 2016, No. 7862.
Now this amount of information is transferred in a few minutes.

**Regularity 2:** Significant acceleration of the physical movement in space. Two centuries ago, to get from London to Sydney, the traveler had to travel about 2 years. Now this space is overcome in 15-17 hours.

**Regularity 3:** The possibility of materialization of the object in a particular point in space without physical movement in space, but only on the basis of information transmission. Now, in some cases, no need to move the object for hundreds of kilometers. It is enough to convey the information about it and to print an object on a 3D printer. Currently on a 3D printer, you can print the object only mono-material, but it is only a matter of time.

If we talk about increasing intellectualization of economic activity and increasing intellectualization dumb preferential areas of management, these persistent symptoms arise due to the action of two phenomena: industrialization and automation of intellectual activity and labor. The industrialization of intellectual activity and labor is a process where intelligent operation systems can run on machines with electric drive, without the participation or partial participation of the individual (group of individuals).

Automation of intellectual activity and labor is a process where the most complex intellectual tasks, consisting of millions of intelligent operations can be performed independently by machines ("turnkey") on an electric drive without any participation of the individual (group of individuals).

A striking example of the industrialization of intellectual work can serve as design programs that allow you to pass on to the machine performing a significant proportion of intellectual operations on the construction of certain products. An example of intellectual activity automation is scientometric database, which automatically collect information about publications, process it and deliver the finished result. Thus, in a globalized world is formed by virtual-intellectual environment management. However VISKhOM formed unevenly over time and space aspect. Uneven formation VISKhOM in terms of time means that at the same stage of development of a state, which already clearly formed Wiesheu, at the same time, there is an industry where its formation is in the initial stages. Uneven development VISKhOM in the spatial aspect means that at the same stage of civilization there are states in which the dominant economy is VISKhOM. At the same time, at this stage may be the state of the economy which VISKhOM begins to form.

VISKhOM inevitably leads to the "economy of stress", where qualitative leaps or bifurcations occur constantly and in all areas. A sufficiently long period of progressive development ("original times of "peace") is a characteristic of the pre-industrial and industrial stages of development of society. It does not occur during these periods of significant socio-economic transformation. A qualitative leap in the economy ("economic stress") occurs intermittently and rarely, i.e. in fact after a certain period of time such economic situation repeated in a significant number of cases, a fundamentally new economic situation arose in the majority of cases through significant periods of time. The qualitative leap ("economic stress" or bifurcation) is the level of development at which the same task can be done more quickly and more effectively than in the previous stage of development. Qualitative jumps pervade all economic space in regional and sectoral scale [2].

In today's global environment, qualitative leaps (economic bifurcation) of a permanent character are an integral component part of economic life. Such strengthening of the bifurcation of development is absolutely an objective process. It comes from a dialectic of social progress, it is completely objective and is the result of combined effect of three factors: 1) accelerate the pace of public life and the economy, in particular; 2) the emergence and involvement in economic circulation considerable number of new factors of production; 3) a significant increase in mutual influence and interdependence of the world [2]. The new requirements are put forward to management in terms of "economic stress". It should be adaptive, system, mobile, highly informative, take into account the direct feedback, respond promptly to signals of external and internal environment, and even ahead of those signals.
The question arises: how to effectively develop and compete in the entrepreneurial structures VISKhOM? The answer to this question might be: due to the high management innovation.

Innovation management is a constant search for new solutions to recurring problems of innovation, i.e. it is almost always the answer to the new challenges of the bifurcation.

In modern conditions it is not enough to use the creative potential of leaders and groups leading specialists of enterprises to improve the management of innovation. To do this, you must use the creative potential of an increasing number of enterprise employees, and ideally all employees.

In the early stages of development of a fundamentally new economic situation occurred infrequently. In such circumstances, the manager had to have a great experience in dealing with typical situations, in addition to knowledge. Management Innovation was needed on a small scale. Another situation was under constant "economic stress" (bifurcation). Custom management situations arise constantly as a result of the bifurcation, whereas the typical management situations become almost a rarity. In such circumstances, a manager other than the deep knowledge required primarily management innovation, i.e. constant ability to find new ways and methods of solution of non-standard management, economic and technical situations. Innovation management is needed at all levels, from national to intra. This means that it is becoming one of the most important factors for competitiveness.

The need to improve the management of innovation as a lever to ensure competitive advantage will increase in the future. This is due to the fact that "economic stress" is an inherent part of economic life. The number of "stress-inducing" factors and the level of "stress" under the influence of the acceleration of the innovation process will also increase. It should be borne in mind that highly innovative management should be based on the control of high creativity. Creativity Management is the maximum stimulation and use of the creative potential of employees in the management of a business enterprise. Control Creativity should be based on a number of fundamental principles.

The most important principle is openness to creativity management. This means that any employee of the company (irrespective of formal education and position) may submit their results of intellectual activity for use in the management of the enterprise.

Principle of universality means that the management company should use the results of intellectual activity (hereinafter RID) the greatest possible number of employees of the enterprise, and ideally all employees.

The principle of the constancy suggests that the results of intellectual activity of employees are used for enterprise management for the entire "life cycle" of the enterprise. Only then they will give the maximum effect.

Principles of system lies in the fact that several private intellectual activity overall RID can be created as a system of private RID, and receive some synergistic effect.

Also important is the principle of an adequate remuneration for the RID. It consists in the fact that financial compensation for the RID must comply with the results of its economic use (or economic value). If the reward for RID is greater than or less than the results of its economic use, it poses a serious anti-motivation for effective innovation.

The principle of diversification involves the stimulation of creative potential of the results of intellectual activity in different areas of the enterprise.

Systemic application of the above principles can be most effective in creative management to turn into a powerful tool of innovative development. Along with the development of innovative and creative management of individual enterprises, from our point of view, it is necessary to talk about the development of innovation and creativity of the individual. Innovation personality is the ability to find new solutions that constantly are emerging new life and professional tasks. The creativity of the individual is the ability to constantly generate new intellectual property, as the basis for finding and adopting new solutions are constantly emerging new challenges.
The social and professional life of the individual becomes more intense. The individual functions in an ever-increasing psycho-emotional overloads and "economic stress" [2]. Under these conditions for effective social and vocational functioning, the individual is in need of innovative and creative development. Such technology (intellectual-competitive and strategic games) allows improving the innovation and creativity of future specialists, used in "KROK" University.

CONCLUSION

In today's economy virtually-intellectual environment management is formed, which is characterized by virtualization and intellectualization of economic activity, as well as intellectualization mostly dumb areas of management.

To survive and ensure a competitive edge in VISKhOM business entity may, in the first place, due to the high innovation and creativity management. Private individual in VISKhOM can provide high personal and professional competitiveness through continuous improvement of innovation and creativity development.

REFERENCES

TECHNOLOGICAL POTENTIAL OF THE EU AS PREREQUISITES FOR THE ICT-DEVELOPMENT

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Abstract: The aim of the article is to study the technological potential of the European Union, what is a prerequisite for the development of the informational and communicational technologies (ICT). It is listed the most famous countries indices of innovative activity around the world. Also our researches are based on the European Innovation Scoreboard research (EIS); it is analyzed its principles and system of indicators: drivers of innovations; creation of new knowledge; innovations and entrepreneurship; implementation; intellectual property. It is shown countries with the highest and lowest technological potential. The results of correlation analysis have showed a significant links between innovative index, global competitiveness index and GDP of the EU-28 members.

Keywords: technological potential, innovative index, innovative activity, global ratings

INTRODUCTION

Science and technology are determining factor in the economic life of the developed countries at the modern stage of scientifically technological revolution and deepening an international labor division. Today, each independent country lives in the interconnected and interdependent world and seeks for the best way to attract foreign experience in technology on the basis of partner cooperation with world leading companies and using the market of technological services. The basis for making such intention is an international scientific and technological exchange; and prerequisite of its implementation is a technological potential of the country. Determining the technological potential is important from the scientific and practical point of view for the EU-countries, which are leaders in many positions for different spheres.

MATERIALS AND METHODS

Methodological ground of our research is based on a systemic analysis using the comparative method, statistical methods, economic and mathematical modeling, including correlation analysis.

RESULTS

The basis of scientific and technological development is technological potential, which is part of the overall economic potential of the country and a combination of all means of scientific and technological activities and its resources.

In our research we offer to interpret category of "technological potential" as the ability of the system to transform its actual production capacity to a new level to meet the emerging needs in the evolution of the market, individual consumers and business entities [1, 2]. There are many options to identify and evaluate technological potential. To assess and select tools of the state regulation of innovative national economy' development, it is necessary to create a system of certain indicators for its characteristics [3-5].

Statistical indicators of innovation are supplemented and modified constantly. Experts of the Organization for Economic Cooperation and Development (OECD) work constantly on improving the methodology of statistical observation of science and innovations. Regular conferences on problems of indicators in science innovation (STI) take place, e.g. OECD Blue Sky Forum in France in 1996 and in Cannes in 2006, which joined over 250 representatives from 25 countries. Researchers evaluate innovative strategies in the global world based on a
wide range of indicators, highlighting the complexity of modern innovative process (Gault, 2010) [3].

Recent years, the practice of innovative countries comparisons in the international scale based on composed indices has expanded. The most famous in the world are indices [6]: 1) Global Innovation Index (INSEAD); 2) Index of innovative development of the EU, The Summary Index (European Commission); 3) Index of Technological development, The Technology Readiness Index (World Economic Forum); 4) Readiness Index in the knowledge economy, The Knowledge Index (World Bank). To calculate abovementioned indexes, it is possible to use both official statistics and survey results. Mostly 30-140 countries are involved in ranking of countries by composite index [7].

Innovation survey (Joint Innovation Survey) takes place within the European Union regularly, which is the base for European Innovative Development Scoreboard (EIDS) and the European Innovation Index calculation. European Innovation Development Scoreboard (EIDS) is a system of indicators of scientific and technological development in Europe. It includes a number of indicators, which characterize the current state in protecting intellectual property rights. This emphasizes the contribution of intellectual property into innovative development of the EU-members economies [8, 9].

The main purpose of the system is analyzing the data of individual countries to work out a rational strategy for EU harmonization within the "United Europe Development". This strategy involves [10]: 1) interstate cooperation within the EU; 2) development of new forms and methods of cooperation between individual scientists and research organizations.

Nowadays the Functioning of the European Innovation Scoreboard is clearly divided into incoming indicators (they estimate resources of research and innovative activity) and outgoing indicators (they reflect results of scientific, technological projects and innovations).

Today the European Innovation Scoreboard indicators are presented in five groups that reflect different aspects of innovation development [11]: 1) "The driving force of innovations", i.e. indicators that show the status and structure of innovative potential; 2) "Creating a new knowledge", i.e. indicators that reflect the level of funding for research and development; 3) "Innovation and Entrepreneurship", i.e. indicators that reflect the level of innovative activity in enterprises (companies); 4) "Implementation", i.e. indicators that reflect employment and commercial activity in innovative sectors; 5) "Intellectual Property", i.e. indicators that reflect patent activities.

Experts of the European Commission have used the following approaches in the analysis of EIS-indicators [11; 12]: 1) indicators of individual countries and the EU in common are compared with those of the undisputed world leader of innovative development such as Japan and the United States; 2) most of indicators are focused on the innovation performance assessment (not total); 3) comparative quantitative estimates are given for individual groups of indicators. Publication of EIS 2015 includes 25 indicators with 8 lines, which are divided into 3 groups: "Key indicators" (enablers), "Business Activities" (firm activities) and "Results" (outputs). Statistics of Eurostat are used n the EIS (Figure 1).

![Figure 1: Indicators used in the EIS](Source: compiled by author on the basis of European Innovation Scoreboard [12, 13])
As Figure 1 shows, EIS-preparation uses the following system of indicators [14]:

1. **Favorable conditions** characterizing key external factors that support innovation and include two elements: human capital as the availability of high-skilled and educated staff; investment and governmental support of investment for innovative projects.

2. **Firm activity** is classified into: business investment in the research and development; cooperation and entrepreneurship as entrepreneurial efforts of entrepreneurs and cooperative relations between firms that implement innovations; productivity that shows the intellectual property created as a result of the innovative process and the flow of payments in technical and technological interchange.

3. **Results of innovation**: innovators, i.e. firms that did innovations in the market or within an organization; economic effects as economic results reflected in the employment, sales and exports related to innovation.

To compare innovations, 28 countries of the EU use comparisons that are characterized by major expenditure on research and development, e.g. Australia, Brazil, Canada, China, India, Japan, South Korea, Russia, Turkey, South Africa and the United States [15]. Each unit creates a composite index, which is calculated as a simple average of unit indicators. The global final result as ranking GIS is created on the three indices of individual blocks; respectively, countries ratings reflect the place occupied by them [15-18]. By results of 2014, the average innovation index EU-28 is 0.555 (Figure 2). Data presented in Figure 2 shows that Sweden and Denmark have the best technological potential in the EU (more than 0.7), Bulgaria and Romania have the smallest potential (0.229 and 0.204 respectively). Countries, such as Belgium, Denmark, Germany, Ireland, France, Luxemburg, the Netherlands, Austria, Finland, Sweden and United Kingdom have the above-average technological potential in the EU (over 0.555). Correlation analysis between innovation index, the Global Competitiveness Index and GDP of the EU-28 for the data are presented in Table 1 yielded some results.

<table>
<thead>
<tr>
<th>Countries</th>
<th>Innovation index</th>
<th>Global Competitiveness Index</th>
<th>GDP, mlrd. euro</th>
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*Source: compiled by authors according to [15; 19; 20]*

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The correlation coefficient, calculated by authors between the innovation index of EU-28 and GDP in the country in mln USD is 0.8, which confirms the close connection between technological potential and level of economic development. The correlation coefficient between the innovation index EU-28 and the corresponding global competitiveness index is 0.81, which also confirms the presence of interactions between indicators.

**Figure 2: Innovation Index EU-28**

*Source: compiled by authors according to [15]*

**CONCLUSIONS**

The system of indicators of Innovation Scoreboard of European Union is taking into account the practice of international comparisons to assess the effectiveness of innovative policy, suggests that its use in the EU to determine the weaknesses and strengths in the innovation system and to develop further the necessary measures to establish a national innovation system and giving opportunity to develop new areas of innovative policy. Sweden and Denmark have the best technological potential in the EU (more than 0.7), Bulgaria and Romania have the smallest potential (0.229 and 0.204 respectively). Countries, such as Belgium, Denmark, Germany, Ireland, France, Luxemburg, the Netherlands, Austria, Finland,
Sweden and United Kingdom have the above-average technological potential in the EU (over 0.555). Correlation analysis between the innovation index, the Global Competitiveness Index and GDP of the EU-28 show the close connection between chosen indicators (correlation coefficient is more than 0.8).

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CHARACTERISTICS OF THE INSTITUTIONAL FACTORS INFLUENCING THE BASIC CONDITIONS OF THE PUBLIC GOODS REPRODUCTION

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Abstract: The purpose of the article is to elucidate the most important regularities of the institutional factors effect on the basic indicators of the public goods provision in Ukraine and certain ex-socialist countries. The types of the correlations between the basic indicators of the public goods production and institutional factors in Ukraine and some ex-socialist countries were defined by using the econometric methods, their impact on the character of the public goods providing was evaluated. The author has grounded the main directions of the increase of the public goods production efficiency in Ukraine. For the improvement of the public goods production it is necessary to draw attention to not only the democratic changes, but also to the strict measures for combating the corruption.

Keywords: public goods, reproduction, institutional factors, general budget, revenues, expenditures, econometric methods

INTRODUCTION

The transformation of the conscious origin regulators caused by the market economy forming has changed the relationships between the state and public goods consumers in the area of the base condition determination of their reproduction. Due to this the institutional factors have exerted specific influence on the accumulating and using of the budgetary resources for the public goods providing. Therefore it is necessary to determine the peculiarities of the correlations between the institutional factors and the most important indicators of the public goods reproduction in Ukraine and certain ex-socialist countries. This, in turn, will allow the identification of the general framework of the basic parameters improvement for the public goods production on the foundation of the institutional environment improvement.

MATERIALS AND METHODS

The theoretical and empirical background of determining of the impact of the institutional factors on the basic conditions of the public goods reproduction relies on the scientific conceptions of the well-known researchers as well as the official statistical information. The reliability and scientific validity of the research is based on the induction and deduction, historical methods, comparative and econometrical analysis.

RESULTS

Research studies and discussions about the search of the best institutional structure for the public goods production have been realized within the public finance theory, institutionalism economics, public choice conception and neoclassical synthesis. Among the well-known scientists-economists the directions of constituting of the relationships between the state and public goods consumers under democracy have been defined by R. Deacon, T. Persson, G. Roland and G. Tabelliny et al, forming of the institutional architectonics for the public goods production have been analyzed by T. Besley and T. Persson, S. Gehlbach, S. Saha, L. Van den Hauwe et al. Though these researches have the high theoretic-methodological and practical value, the comprehensive approach connected with the evaluation of the impact of the institutional factors on the main conditions of the public goods reproduction in Ukraine and certain ex-socialist countries remains debatable and needs more detailed consideration.
The backgrounds of finding out the peculiarity of the impact of the institutional factors on the basic conditions of the public goods production is the conception of the politics as an exchange in accordance with which the government will rationalize its economic action through the political process and corresponding procedures of the governmental decision-making under democracy. Therefore from the theoretical viewpoint the constitutional political economy is probably the one that comes closest to what in Adam Smith's time was called "moral philosophy" where economic, social, political and legal perspectives are consolidated, and Buchanan's constitutional economy theory is the modern-day counterpart to what Smith called "the science of legislation" [11]. To that end public goods reproduction is subjugated to the set of the formal rules in whose forming the state takes the direct participation and it builds up such an economic policy as to satisfy the their consumers as far as possible.

At the empiric level, the modeling of the impact of the institutional factors on the basic conditions of the public goods reproduction is associated with the evaluation of the role of the electoral rules and governmental expenditures under democracy [5; 8; 11]; the determination of the state capacity to promote the economic development [2], the grounding of the role of the democracy institutions in the public goods provision [3; 9]. Therefore the impact of the institutional factors on the basic conditions of the public goods production is connected with the maintenance of the political stability, with the low level of the confliction, with the search for consensus and adjustment of the control system and responsibility before the society.

In our research the evaluation of the institutional factors influence on the basic indicators of the public goods production is connected with such their types as an electoral process, the state of the civil society, an independent media, national democratic governance, a judicial framework and independence, corruption and the level of democracy development. The main conditions of the public goods production will be represented by the revenues and expenditures of the general budget per capita. In addition, in our research it is appropriate to inculcate the assumption "on other equal conditions" to determine the level of the dependence of the revenue and expenditure parts of the general budget per capita on the impact of the institutional factors because there are a lot of other factors influencing the public goods production, the macroeconomic situation in the country including.

To reveal the most important forms of the relationships between separate institutional factors and the basic indicators of the public goods production it is proper to use the methodology of the econometric analysis. In our research the proper institutional factors are taken as the independent variable \( x_i (i = 1.7) \): \( x_1 \) is electoral process; \( x_2 \) is civil society; \( x_3 \) is independent media; \( x_4 \) is national democratic governance; \( x_5 \) is judicial framework and independence; \( x_6 \) is corruption; \( x_7 \) is democracy index. The dependent variable is related to such basic indicators of the public goods production as the revenues \( y_1 \) and expenditures \( y_2 \) of the general budget \( GB \) per capita, national currency \( NC \). The multifactor regressive-correlation equations are characteristic of the multicollinearity which stipulated the construction of the series of the single-factor econometric equations for Belarus, Russian Federation, Poland and Ukraine (Table 1). For each analyzed country the generally nonlinear correlations between the independent variable \( x_i (i = 1.7) \) and the dependent variable \( y_j (j = 1.2) \) were revealed (except for the individual cases) which were adequate to the reality after Fisher's F-criterion and Student's t-tests.

The correlations between the basic indicators of the public goods production and the civil society as well as the independent media are identified as very weak level for Belarus (Table 1). It is related to the fact that in 2000-2014 these institutional factors were relatively stable in the country having the worst values. For the electoral process, national democratic governance, judicial framework and independence, corruption and democracy index it was general that deterioration of the indicator values stipulated growing of the revenues and expenditures of the consolidated budget per capita. For the public goods production at other equal conditions it meant that the low quality of the institutional factors caused strengthening of the distributive and redistributive processes in favor of the state for it to receive the additional benefits, including those connected with the rent-seeking activity.
Table 1

<table>
<thead>
<tr>
<th>Table 1: The Forms of Correlations of the General Budget and the Types of the Institutional Factors in Belarus and Russian Federation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Belarus</strong></td>
</tr>
<tr>
<td>$y=7E-15x_3^{0.553}$; $R^2=0.553$; $t_{y}{(0.025; 13)=2.160; t_{y}^{*}=2.797$</td>
</tr>
<tr>
<td>$y=1E-14e^{(0.8311x)}; R^2=0.485$; $F_{cr}(1; 13; 0.95)=4.67; F_{calc}=12.26$; $t_{y}(0.025; 13)=2.160; t_{y}^{<em>}=3.501; t_{y}^{</em>}=2.373$</td>
</tr>
<tr>
<td>weak level</td>
</tr>
<tr>
<td>$y=63680x_5^{0.7085}; R^2=0.924$; $F_{cr}(1; 13; 0.95)=4.67; F_{calc}=156.93$; $t_{y}(0.025; 13)=2.160; t_{y}^{<em>}=12.527; t_{y}^{</em>}=2.509$</td>
</tr>
<tr>
<td>weak level</td>
</tr>
<tr>
<td>$y=7E-15x_3^{20.353}; R^2=0.553$; $t_{y}(0.025; 13)=2.160; t_{y}^{<em>}=4.011; t_{y}^{</em>}=2.797$</td>
</tr>
<tr>
<td>weak level</td>
</tr>
<tr>
<td>$y=9E+07x_6^{16.632}; R^2=0.826$; $F_{cr}(1; 13; 0.95)=4.67; F_{calc}=61.78$; $t_{y}(0.025; 13)=2.160; t_{y}^{*}=3.866$</td>
</tr>
<tr>
<td>weak level</td>
</tr>
<tr>
<td>$y=5E-35x_4^{0.762}; R^2=0.760$; $F_{cr}(1; 13; 0.95)=4.67; F_{calc}=60.95$; $t_{y}(0.025; 13)=2.160; t_{y}^{<em>}=3.787; t_{y}^{</em>}=3.776$</td>
</tr>
<tr>
<td>weak level</td>
</tr>
</tbody>
</table>

**Note:** 2000-2014

**Source:** calculated by author according to [1, 4, 6, 7, 10]

For Russian Federation the exponential equations for the independent variables $x_1$, $x_4$ and $x_7$, the power-bounded equations – for $x_2$ and $x_3$, the linear equations – for $x_5$, $x_6$ were built (Table 1). These econometric models showed that the worsening of the values of the independent variables $x_1$-$x_7$ would affect the growth of the revenues and expenditures of the consolidated budget per capita with one or another level of the intensity. Thus, there is the linear correlation between the increasing of the value of the indicator of the judicial framework and independence, corruption and the revenues and expenditures of the consolidated budget.
per capita. To our mind, it in a peculiar way determines the profundity of the manipulability of the enactment and the direct interest of the state in the corruption. The gradual piling up of the alterations for the revenues and expenditures of the consolidated budget per capita concerning the worsening of the values of the independent variables is also typical of other forms of the correlations.

### Table 2

<table>
<thead>
<tr>
<th>Poland</th>
<th>Ukraine</th>
</tr>
</thead>
<tbody>
<tr>
<td>( y_1 = 312.21 e^{0.6107x_2}; R^2 = 0.553; )</td>
<td>( y_2 = 1e+06x_3^{-5.077}; R^2 = 0.882; )</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 14.87; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 97.19; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 3.856; t^</em>_b = 10.088 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 9.859; t^</em>_b = 24.007 )</td>
</tr>
<tr>
<td>( y_2 = 456.5e^{-0.446x_2}; R^2 = 0.555; )</td>
<td>( y_2 = 2e+06x_3^{-5.384}; R^2 = 0.869; )</td>
</tr>
<tr>
<td>( F_a(1; 10; 0.95) = 4.96; F_{calc} = 12.46; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 86.37; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 10) = 2.228; t^<em>_s = 3.530; t^</em>_b = 10.869 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 9.293; t^</em>_b = 22.145 )</td>
</tr>
<tr>
<td>( y_1 = 737.45e^{0.087x_2}; R^2 = 0.790; )</td>
<td>( y_1 = 177599e^{0.087x_2}; R^2 = 0.679; )</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 45.238; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 27.46; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 6.726; t^</em>_b = 32.954 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 5.239; t^</em>_b = 16.239 )</td>
</tr>
<tr>
<td>( y_1 = 907.5e^{0.087x_2}; R^2 = 0.746; )</td>
<td>( y_1 = 221982e^{0.090x_2}; R^2 = 0.664; )</td>
</tr>
<tr>
<td>( F_a(1; 10; 0.95) = 4.96; F_{calc} = 29.32; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 25.69; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 10) = 2.228; t^<em>_s = 5.415; t^</em>_b = 28.145 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 5.069; t^</em>_b = 15.358 )</td>
</tr>
<tr>
<td>( y_1 = 1163.3x_{13}; R^2 = 0.673; )</td>
<td>( y_1 = 5866x_{13} - 24922; R^2 = 0.555; )</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 45.238; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 16.21; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 4.966; t^</em>_b = 39.053 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 4.027; t^</em>_b = 3.332 )</td>
</tr>
<tr>
<td>( y_1 = 1327.9x_{13}; R^2 = 0.572; )</td>
<td>( y_1 = 6835.3x_{13} - 29393; R^2 = 0.577; )</td>
</tr>
<tr>
<td>( F_a(1; 10; 0.95) = 4.96; F_{calc} = 13.35; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 17.70; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 10) = 2.228; t^<em>_s = 3.653; t^</em>_b = 28.218 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 4.207; t^</em>_b = 3.524 )</td>
</tr>
<tr>
<td>( y_1 = 804.66e^{0.087x_2}; R^2 = 0.960; )</td>
<td>( y_1 = 4846.9x_{13} - 18900; R^2 = 0.766; )</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 28.400; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 42.54; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 16.867; t^</em>_b = 89.084 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 6.522; t^</em>_b = 3.099 )</td>
</tr>
<tr>
<td>( y_1 = 935.16e^{0.087x_2}; R^2 = 0.955; )</td>
<td>( y_1 = 5605.7x_{13} - 22167; R^2 = 0.784; )</td>
</tr>
<tr>
<td>( F_a(1; 10; 0.95) = 4.96; F_{calc} = 214.08; )</td>
<td>( F_a(1; 13; 0.95) = 4.67; F_{calc} = 47.14; )</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 10) = 2.228; t^<em>_s = 14.631; t^</em>_b = 77.865 )</td>
<td>( t_{cr}(0.025; 13) = 2.160; t^<em>_s = 6.866; t^</em>_b = 5.444 )</td>
</tr>
<tr>
<td>( y_1 = 1614.2x_{13} - 1705.9; R^2 = 0.754; )</td>
<td>weak level</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 36.83; )</td>
<td>weak level</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 6.069; t^</em>_b = 2.237 )</td>
<td>weak level</td>
</tr>
<tr>
<td>( y_2 = 595.14e^{0.087x_2}; R^2 = 0.676; ) noticeable level;</td>
<td>weak level</td>
</tr>
<tr>
<td>( F_a(1; 10; 0.95) = 4.96; F_{calc} = 20.89; )</td>
<td>weak level</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 10) = 2.228; t^<em>_s = 4.571; t^</em>_b = 16.909 )</td>
<td>weak level</td>
</tr>
<tr>
<td>( y_2 = 901.54e^{0.087x_2}; R^2 = 0.807; )</td>
<td>weak level</td>
</tr>
<tr>
<td>( F_a(1; 12; 0.95) = 4.75; F_{calc} = 50.17; )</td>
<td>weak level</td>
</tr>
<tr>
<td>( t_{cr}(0.025; 12) = 2.179; t^<em>_s = 7.083; t^</em>_b = 41.869 )</td>
<td>weak level</td>
</tr>
<tr>
<td>( y_2 = 950.9x_{13} = 10.97; R^2 = 0.745; F_a(1; 10; 0.95) = 4.96; F_{calc} = 28.99; t_{cr}(0.025; 10) = 2.228; t^<em>_s = 5.405; t^</em>_b = 39.320 )</td>
<td>weak level</td>
</tr>
</tbody>
</table>


Source: calculated by author according to [1, 4, 6, 7, 10]

At other equal conditions, the progressive democratic changes will cause diminishing of the revenues and expenditures of the consolidated budget which will testify to the strengthening of the responsibility before the society for the distribution and redistribution of the scarce budgetary funds. From the point of view of the public goods production the improvement of the institutional factors will promote the increase of the efficiency of the accumulation and using of the present budgetary resources.
For Poland for the independent ($x_2$-$x_7$) and dependent ($y_1$-$y_2$) variables the econometric equations were built (Table 2). Their peculiarity is that the impact of corruption on the general budgetary revenues per capita has linear character, on the general budgetary expenditures per capita as exponential character, the influence of the civil society and independent media, judicial framework – exponential character, the national democratic governance – power-bounded, the democracy index – exponential by the general budgetary revenues per capita and power-bounded by the general budgetary expenditures per capita. For Poland the regularity is that the growth of the values of the proper types of the institutional factors results in increasing of the value of the revenue and expenditure parts of the general budget per capita. In the context of the institutional factors development their regress will stipulate the loss of the control on the society side over the state actions concerning the forming and using of the scarce budgetary resources for the public goods production, causing at other equal conditions the tendency to strengthen the authority monopolization and bureaucratization.

For Ukraine the linear correlations between the national democratic governance, judicial framework and independence and the revenues and expenditures of the general budget per capita were determined (Table 2). Thus the increase of the values of the independent variables $x_4$ and $x_5$ directly influences the growth of the revenues and expenditures of the general budget per capita. On the one hand, it indicates to the strengthening of the state pressure on the economic agents (e.g. the taxpayers), on the other hand, the state intensifies the abuse of the trust of the public goods consumers. The peculiarity is that the progress of the civil society and independent media development renders the positive impact on the revenues and expenditures of the general budget per capita confirmed by the constructed power-bounded and exponential econometric equations. The active position of the civil society and independent media forms the conditions under which the testability of the revenue and expenditure parts of the general budget and the responsibility of the state before the public goods consumers will be on the increase.

<table>
<thead>
<tr>
<th>Independent Variable, $x_i$</th>
<th>The Econometric Equation and their Adequacy Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>$x_1$ – Revenues of the GB per Capita, NC</td>
<td>$y_1' = 4E-08 \times x_1' - 0.0004 \times x_1' + 4.5169; R^2 = 0.5565; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 7.816; t_{cr}(0.025; 12) = 2.179; t_{cr} = 3.842; t_{calc} = 3.953; t_{calc} = 19.017$</td>
</tr>
<tr>
<td></td>
<td>$y_2' = 2E-08 \times x_1' - 0.0002 \times x_1' + 6.1048; R^2 = 0.7817; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 21.483; t_{cr}(0.025; 12) = 2.179; t_{cr} = 6.231; t_{calc} = 5.640; t_{calc} = 99.196$</td>
</tr>
<tr>
<td></td>
<td>$y_3' = 3E-08 \times x_2' - 0.0003 \times x_2' + 5.1928; R^2 = 0.8569; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 35.917; t_{cr}(0.025; 11) = 2.179; t_{cr} = 8.474; t_{calc} = 8.311; t_{calc} = 61.778$</td>
</tr>
<tr>
<td>$x_2$ – Expenditures of the GB per Capita, NC</td>
<td>$y_1' = 3E-08 \times x_2' - 0.0004\times x_2' + 4.4284; R^2 = 0.559; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 7.575; t_{cr}(0.025; 12) = 2.179; t_{cr} = 3.821; t_{calc} = 3.889; t_{calc} = 19.778$</td>
</tr>
<tr>
<td></td>
<td>$y_2' = 1E-08 \times x_1' - 0.0001 \times x_1' + 6.0825; R^2 = 0.8338; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 30.091; t_{cr}(0.025; 12) = 2.179; t_{cr} = 7.331; t_{calc} = 6.572; t_{calc} = 121.214$</td>
</tr>
<tr>
<td></td>
<td>$y_3' = 2E-08 \times x_2' - 0.0003 \times x_2' + 5.1191; R^2 = 0.8123; F_{cr}(2; 12; 0.95) = 3.89; F_{calc} = 25.966; t_{cr}(0.025; 12) = 2.179; t_{cr} = 7.206; t_{calc} = 7.009; t_{calc} = 56.920$</td>
</tr>
</tbody>
</table>

Note: *2000-2014
Source: calculated by author according to [7, 10]

For Ukraine it didn't confirm the impact of the independence variables of the electoral process, corruption and democracy index on such dependent variables as the revenues and expenditures of the general budget per capita. But if we take as the independent variables the revenues ($x_1$) and expenditures ($x_2$) of the GB per capita, NC; the dependent variables, the electoral process ($y_1$), corruption ($y_2$) and democracy index ($y_3$), then it allows to construct the row of the econometric models (Table 3). According to these regressive-correlation equations the growth of the revenues and expenditures of the general budget per capita improves the quality of the electoral process, feeds up the corruption and worsens democracy in Ukraine. To our mind, the corruption constituent is the factor which favors the concentration of power usurpation by the democratic government, ineffective accumulation and allocation of the scarce budgetary resources for the public goods production.
As a result, the welfare of the separated interested groups which have the access to the budgetary facilities takes a turn for the better.

**DISCUSSION AND CONCLUSION**

The comparative analysis revealed that the general regularity for Belarus, Poland, Russian Federation and Ukraine was that the adverse movement by the types of the institutional factors at other equal conditions influences the increase in the revenue and expenditure parts of the general budget per capita. This creates certain illusions concerning the improvement of the most important parameters of the public goods production because there is an increase of the budgetary resources range for their provision. But the movement from democracy to autocracy leads to the strengthening of the regulatory functions of the state, to the activation of the use of the governmental managerial resources to receive the additional benefits, to the bureaucratization of the relationships with the public goods consumers, forming the conditions for the improper use of the taxpayer's facilities. It causes "preservation" of the operation parameters of the public goods production, worsening of the quality of their provision and creates the tendency to make pronouncements concerning the concordance of the public and private interests. In its turn, it will imply the strengthening of the democratic procedures of the public choice realization and the state responsibility in relation to the civil society, the direction to provision of the law supremacy and breaking the declarative tendency in the action against corruption.

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FORMATION OF LAND MARKET AS FINAL TRANSFORMATION OF LAND RELATIONS IN THE AGRICULTURAL SECTOR OF UKRAINE

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State Employment Service Training Institute, Kyiv, Ukraine

Abstract: The article examines the transformational processes of land relations under conditions of agrarian reform including three main stages of land reform in the agrarian sector of Ukraine. The features of formation of the market of agricultural land and its operation are presented in the authorial organizational chart. Formation of a civilized land market should occur in an evolutionary way, as the formation of its main elements: 1) creation of an appropriate regulatory framework; 2) availability of land as an object of sale; 3) emergence of social and economic incentives for market land sellers; 4) elaboration and implementation of organizational and legal mechanism for registration of transactions and functioning of a civilized land market; 5) creation of a necessary market infrastructure; 6) implementation of a market mechanism of state land regulation at various levels of government.

Keywords: agrarian sphere of land relations, land reform, transformation, land market

INTRODUCTION

The construction of market provides socially oriented economy for the formation of qualitatively new land relations. In this regard, there is an objective need for land reform. Taking into account the historical specificity of land relations in the agrarian sector of CIS-countries, including Ukraine, is a fairly complicated and lengthy process. Twenty-five years ago, in March, 1991, the Parliament of Ukraine adopted a resolution "On Land Reform", which declared all the land fund of the country as the subject of land reform.

The article "Land reform and land tenure" in Britannica Encyclopedia defines land reform as a set of planned and rapid modernization of the land tenure system, land treatment system, the scope of farms activities, land tenure duration, agricultural credit, product selling and education. The main task of reform is to establish optimal size of farming and coordination of agricultural production with other sectors of the economy according with current technological conditions. It emphasizes the immaterial influence of land reform on the improvement of the overall economic situation in the country [1].

Such a statement can be considered valid, taking into account the fact that the land relations in the majority of countries with the market economy for centuries have been based on private property; and conducted land reform has never included the change of patterns of ownership on the ground.

However, for an independent Ukraine, the agricultural sector reforming has started with a statement of the collective and private land ownership on the same level as a state land ownership; land reform became not only the modernization, but fundamental process of transformation of the entire land relations system that influence on the common state of the economy. Implementation of legal, economic, organizational and technical measures aimed at reforming the land relations provides an appropriate scientific and methodological, organizational and legal support.

MATERIALS AND METHODS

The methodological basis of our paper is a dialectical recognition method, the main points of economic theory with the consideration of issues in historical and economic terms. Author used a set of learning methods and special methods of economic research, i.e. the method of comparative analysis, abstract-logic, graphic, monographic and other generally accepted statistical methods. The main sources of information are appropriate legal documents, official materials of the State Service of Ukraine for Geodesy, Cartography and
RESULTS

The transformation of land relations includes three series of organizational steps. The first phase involved a fundamental change in the forms of land ownership. At this stage, the privatization of land took place as well as definition of those categories, which should stay in the state ownership and demarcation of communal ownership of land. The next step provided the transfer of land in the collective ownership of non-state agricultural enterprises, agricultural cooperatives, agricultural joint-stock companies and private ownership. The result has been a significant change in the structure of the form of agricultural land ownership. On January, 01, 2014 the share of state property amounted to 25.3% (compared with 100% for January, 01, 1991); at the same time, 74.6% of all agricultural land remains private property. The land share for collective and communal property is immaterial, and includes 0.04% and 0.01% respectively [2].

In the second stage, on the basis of evaluation agricultural land of collective ownership were divided into land shares that documented the issuance of a certificate for the right to land share, and in case of allocation of its in-kind it was formalized as the state certificate for private ownership of land. 6.9 million Ukrainian citizens received this right to land share, 6.8 million of whom issued this right by certificates.

The third stage includes the creation of conditions to use free the rights in Ukraine for non-land and land shares by citizens according to the current law. At this stage there was a transformation of non-state agricultural enterprises in agro-formations market type; there are 38 thousand agro-formations at the moment [3].

Further development of land relations in the agricultural sector is possible on condition of formation and functioning of a full-fledged land market and the relevant market infrastructure. That land market will help to solve two major problems: 1) allow involving agricultural land into economic circulation and to recognize them, along with other production factors, as an agricultural capital; 2) to form the real owner of the land, which is fully able to implement all of its powers: possession, use and disposal of the subject property.

In our view, the perception of a land market, as the only set of transactions of purchase and sale of land, simplifies the understanding of the "land market" category and narrows the number of market transactions. At the same time, it is the mechanism that determines the market value of the land as an economic resource, and creates the conditions for the transfer of land by the owner, through an order by using the power and ownership of land (paid or free). Thus, the land market should be understood as the totality of transactions, which reflect the transfer for a fee or free of charge, from one entity to another, in common or partially, all proprietary rights through the implementation of market transactions and business processes within the framework of existing legislation. This definition is due to the necessity of separating market operations with land (buying and selling, mortgage, rent) from operations which are non-market by their economic content in the "pure form" (donation, inheritance, exchange). Therefore, we advise to use term "business process" for such transactions.

Creating the conditions for the functioning of the agricultural land market includes two sections: organizational and economic.

The elements of the economic block are: demand, supply, pricing and market conditions. Organizational block includes: subjects, objects, legal and regulatory framework (provides the legal framework for their interaction) and infrastructure. Both blocks are interconnected. For example, markets facilities are the quantitative expression of supply and demand; at the same time, subjects are their carriers.

Quite actual is the problem of creating a complete and efficient infrastructure of the land market, which holds the primary function to ensure organizational interaction between the elements of the market. The infrastructure of the land market is represented by financial, organizational and informational components, which should ensure an effective system of
interaction between supply and demand. In our opinion, the elements of the infrastructure should include certain state institutions, which will provide the state management function, regulation and supervision in the sphere of the land market.

When land market is functioning especially in the initial stages of its formation under condition of low demand solvency, the land bank (mortgage bank) should play an important role (mortgage). De-jure in Ukraine State Land Bank was established in 2012; de facto, because of the lack of a complete set of market-based elements for the entire period of existence, any of the areas of its statutory activity were not implemented.

An equally important element of market infrastructure are the land auction, as it is here by the rationing of supply and demand, determination the market price of land will take place. The mechanism of land auctions can be successfully used not only in transactions of purchase and sale of land, but also in mortgage operations (implementation object collateral for the loan return) and the conclusion of lease agreements (subject to trading can be a right to the land rent).

We believe that the most rational forms of land auctions are:

1) land auction (it is advisable to use the bidding with small plots of land area). This form will be dominant in the early stages of the market functioning during the formation of rational areas of land holdings;

2) commercial competition (it is advisable to use in the implementation of operations with the average area of land plots);

3) investment auction (the subject is a performing large land area). Features of investment auctions are that the buyer assumes the investment obligations on creation of a certain number of jobs and social infrastructure. According to our estimates, this form of auction will be the dominant at the highly developed land market.

An important aspect of the land market is pricing, because it indicates the cost and the real market value of the land. Under conditions of developed market, the economic basis of the price is the ratio of supply and demand at the regional land market. Orientation for determining the market price can be an expert evaluation of the land. At the moment, Resolutions of the Cabinet of Ministers of Ukraine No. 213 dated on March, 23, 1995 and No. 1531 from October 11, 2002 approved two methods of monetary valuation of the land. The first method is used as a regulatory assessment used to determine the rates of the land tax, as well as the compensation for owner as the payment in case of withdrawal of land for public needs; also it can be used as the starting price in conducting land auctions. The second method is an expert and can be used in carrying out market transactions with land. Based on the foregoing, the organizational mechanism of land market would be as shown in Figure 1.

**DISCUSSION AND CONCLUSION**

Formation of a civilized land market should occur in an evolutionary way, as the formation of its main elements: 1) creation of an appropriate regulatory framework; 2) availability of land as an object of sale; 3) emergence of social and economic incentives for market land sellers; 4) elaboration and implementation of organizational and legal mechanism for registration of transactions and functioning of a civilized land market; 5) creation of a necessary market infrastructure; 6) implementation of a market mechanism of state land regulation at various levels of government.

During the initial period of land market formation, the state has a decisive role in the regulation of this process, the functions which should limit the turnover of land in the area of the market, especially their speculative reselling, implementing, through appropriate legislation, control over pricing in the land market. Recognition of the market land turnover, first of all, should contribute to the improvement of the economic mechanism and forms of management, methodology and pricing methodology to the ground, attracting investments through the mortgage of land and the development of cross-sectoral management of an economic complex of Ukraine.
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**Figure 1: Organizational chart of land market functioning**

*Source: created by author*
Abstract: Actuality of our research is explained by a fact that crucial factor for fast and effective success is an evolutionary change of the company, driven by creative people working in autonomous teams. Authors define two major reasons, why employees need to be organized in autonomous, i.e. self-organizing and decentralized organizational structures. Authors have analyzed how different error management approaches can influence the error culture in organizations. All researched scientific papers consider open error culture to be positive for individuals and organizations. It was stated, that in industrial sectors, performance, effectivity and staff stability are significantly increasing. In general and organizational areas, collaboration and mutual understanding will be improved. For teaching areas, cognitive, emotional and motivational aspects are affected in a positive way, and self-efficacy and metacognition are improved. Authors prove that error culture is a fundamental precondition for effective self-regulation. Using and maintaining a systemic approach of dealing with errors, which is more than just avoidance, requires reflection and ongoing learning. Conclusion is that autonomous working groups will continue to gain relevance given increased complexity and faster changes in society and work contexts.

Keywords: self-organization, error culture, lean management, team learning

INTRODUCTION

A Digital Transformation is taking place throughout the whole industrial world. End-to-End Processes for Services and Products are established and are affecting companies, employees and customers. Highly connected and cross-linked systems are becoming increasingly common and are raising complexity in organizational structures as well as in it-ecosystems. According to a Fraunhofer study (Gimpel & Böglinger, 2015) this change, referred to as "organizational agility", requires more speed: faster launching of new products and services, as well as faster development of new internal structures and ways of working together. A crucial factor for fast and effective success is an evolutionary change of the company, driven by creative people working in autonomous teams, who are enabled to perform by servant leaders. This is an evolutionary change since it demands a cultural shift for most of the companies from command and control to servant leadership, and reorganization from hierarchical to agile and lean structures.

Increases in complexity and speed are the two major reasons, why employees need to be organized in autonomous, self-organizing and decentralized organizational structures. In such organizational forms, every employee has to take responsibility, must be committed, active and creative, and therefore needs to have much higher levels of self-regulation. Consequently, an open error culture in an organization can either inhibit or promote self-regulation. The purpose of this study is to present the synthesis between error culture and self-regulation.

MATERIALS AND METHODS

The following research examines the connection between self-regulation and error culture in an organizational context. The aim of the study is to find out, how and if error culture promotes self-regulation of employees. Our hypothesis is: for an effective self-regulation an open error culture is promoting.

Errors can be categorized in unintended (slip, lapse) and intended (mistake, violation) errors (Reason, 1990, p. 207). Having the focus on action errors, Frese and colleagues have defined errors as deviating from a goal (van Dyck, Frese, Baer, & Sonnentag, 2005), within
research on doing and completing tasks in a working context, specifically work with office computers (Zapf, Brodbeck, Frese, Peters, & Prümper, 1992). For the purpose of this current study, a wider definition is employed since the focus is not only on the results or the process of work itself, but as well on the human interactions within the working context, namely the working group. Weingardt described four preconditions for an action to be an error: subjectivity, alternative, context and responsibility. Subjectivity means, that an error is a issue-related judgment of a person or a group as a result of cognition. The second precondition, alternative, means that there would have been a better way to act. Furthermore, the judgment error is valid only for a special context (a group, a society or an organization). If a human was involved in the formation of an error, the error is only his as far as he was responsible for his action (Weingardt, 2004, p. 233).

Surprisingly, error culture and error management culture are used often as synonyms. According to Gloger, organizational culture represents that which is told by employees about their company (Gloger & Margetich, 2014, p. 31). Compared to Schein’s definition, it is quite short: “The culture of a group can now be defined as a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems” (Schein, 2010, p. 18).

While the first definition underlines consciousness (culture is only what employees can articulate) and differentiation (they would tell what makes the company notable in comparison with others) the second definition points to community, shared assumptions and personal attitude, such as perception, thinking and feeling. Both culture definitions consider group identity as an important characteristic. For our examination, this characteristic is essential to precisely define culture as a common way of behaving, based on rules and attitudes, which gives identity to a group. As the term management is defined with its basic actions to plan, organize, lead and steer (Patzak & Rattay, 2009, p. 24), management represents a form of taking active and conscious control of what happens. Consequently, error management is the way how errors are handled inside an organization or group according to rules and processes, and how these processes are controlled and steered. But according to our culture definition, error culture incorporates additional aspects of personal attitude and personal assessment of the group members, which cannot be managed. Error management finally is one of two ways how to deal with errors: a systematic approach to increase positive and decrease negative aspects of errors. The second way would be error avoidance, including error repressing strategies, such as six sigma, which are often combined with sanctioning (Dimitrova, van Dyck, van Hooft & Groenewegen, 2015, p. 599). Therefore error culture is a wider concept and can contain error management culture, and more precisely can be termed open error culture: error management culture is the common idea of a group about the processes to deal with errors. The term error culture includes additionally the personal attitude of the group members and includes fear, shame, and blame. One more aspect is the knowledge how to learn from errors, including under which circumstances errors happen and how errors can be used for future success (Hochreither, 2005, p. 27). Finally, strong error management can influence the error culture (van Dyck et al, 2005, p. 1229).

Learning in organizations provides a means of "error management" that does not focus on errors alone, but rather on the positive outcomes of the error: what is learned by making the error. Such a perspective shift can help to ensure open error culture is achieved. Learning cannot occur without reflection, or more specifically self-regulation and meta-cognition. Self-regulation in learning means, that there's "awareness of strategic relations between regulatory processes or responses and learning outcomes and […] use of these strategies to achieve their academic goals" (Zimmerman, 1990, p. 5). Metacognition is central for self-regulation, and means awareness, knowledge, and control of cognition (Schmidt, 2007, p. 60). Open error culture requires reflection within ongoing learning activities (involving errors); self-regulation
and metacognition are strategies and processes for enabling, improving and measuring learning. Learning implies inevitability of errors, not just striving for 100% perfection and performance without errors. Errors are important on the way to awareness, but unfortunately in complex and cross-linked situations it's hard to decide if an error happened (Dörner, 2012, p. 326). In the world of digitalization and rapid changes in the market, complexity and cross-linking is increasing, making openness for errors and collective discussions gain in importance under colleagues including management level. It is possible that leaders and managers are afraid to admit that they are making several severe errors in leading every day. But this indicates a certain understanding of respect and trust: instead of hiding and omitting errors, in an open error culture it is intended that everybody could learn from these errors as well, and a leading situation based on trust will be robust enough to absorb errors (Malik, 2006, p. 142).

As it is displayed in Table 1, many areas of activity are adopting systemic types of error management that involves the active reflection of performance, including errors and success at the individual and group level. It is important to analyze how different error management approaches can influence the error culture in organizations. In the following section, we will analyze several articles about errors in professional group context:

<table>
<thead>
<tr>
<th>Study</th>
<th>Areas</th>
<th>Error Descriptors</th>
<th>Error Management Type</th>
<th>Level of Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love, Lopez &amp; Kim (2014)</td>
<td>Industrial</td>
<td>Errors are inevitable; reduce and contain</td>
<td>Systemic</td>
<td>Individual &amp; Group</td>
</tr>
<tr>
<td>Guchait, Paşamethmetoğlu, &amp; Madera (2016)</td>
<td>Hotel</td>
<td>Problem solving and learning (behavior and training processes)</td>
<td>Systemic</td>
<td>Individual &amp; Group</td>
</tr>
<tr>
<td>Steinke (2007)</td>
<td>Organizational development</td>
<td>Deficit in knowledge or attention</td>
<td>Systemic</td>
<td>Group</td>
</tr>
</tbody>
</table>

Source: created by authors

**DISCUSSION AND CONCLUSIONS**

All these publications consider open error culture to be positive for individuals and organizations. In industrial sectors, performance, effectivity and staff stability are significantly increasing. In general and organizational areas, collaboration and mutual understanding will be improved. For teaching areas, cognitive, emotional and motivational aspects are affected in a positive way, and self-efficacy and metacognition are improved. Finally, after considering all areas, it can be asked why an open error culture is not a more common practice. First of all, error avoidance strategy is deeply anchored in western culture, from fall of mankind to little red riding hood, errors are punished directly and severely (Lipowsky, 2015). Secondly, an open error culture contradicts the most common hierarchical systems, which are built on command and control as well as reward and punish.

Human actions are directed and coordinated by error detection processes: humans are constantly living with error feedback loops (Reason, 1990, p. 149). In production processes, error minimization is extremely increasing costs of the rarely occurring errors. This means
that even if error-avoiding strategies are used (such as Six Sigma), negative consequences are still possible. But in creative contexts, fear of error is the most important obstacle for successful work (Weingardt, 2004, pp. 166, 181). Negative knowledge, relating to knowing how things do not work, is a helpful experience that guides and teaches effective thinking skills. Making errors and a positive, subtle handling creates this negative knowledge; fortunately, through culture and tradition conveyed knowledge prevents us from making all errors on our own. Finally, this negative knowledge is an important base for our learning (Oser & Spychinger, 2005, pp. 26, 50). As it works in general learning aspects, individual and collective reflection can lead to learning, if errors are recognized (Stollfuß, 2012, p. 103).

Finally, errors are very useful for learning since open error culture or error management culture improves and metacognition, which plays a key role in self-regulation (Schmidt, 2007, p. 60).

So error culture is a fundamental precondition for effective self-regulation. Using and maintaining a systemic approach of dealing with errors, which is more than just avoidance, requires reflection and ongoing learning. Self-regulation and metacognition are strategies and processes for enabling, improving and measuring learning. Learning implies inevitability of errors, learning with zero errors is not possible. The need for reflection is inherent. The need for reflection on errors made can be extended and expanded to be ongoing self-regulation practice involving meta-cognitive activities.

OUTLOOK

Given increased complexity and faster changes in society and work contexts, autonomous working groups will continue to gain relevance. Further research is needed to find out if this improvement of self-regulation and metacognition, based on an open error culture, works on the level of groups as well.

Therefore it will be interesting, if the pedagogical concept of self-regulation is applicable to the group level and how the strengthening of open error culture supports the improvement of self-regulation, and finally the performance of groups.

REFERENCES

INVESTMENT ENVIRONMENT IN GEORGIA AND IMPACT OF FOREIGN DIRECT INVESTMENTS ON THE COUNTRY'S ECONOMIC DEVELOPMENT

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Abstract: The paper analyzes flow of foreign direct investments (FDIs) to Georgia, their economic efficiency and impact on country's economic development. While analyzing investment climate in Georgia main reasons negatively affecting the process of bringing investments in the country are also examined and efficient ways of Georgia's economic development and attracting investments are offered. These ways are connected with the establishment of liberal economic policy and free market conditions in the country. As much private owners are on a market as high an economic freedom is and investors are willing to invest in economically safe country where their invested capital will have high value and will be created possibility of bringing additional financial resources. Investing in spheres that are priorities in Georgian economy will contribute to the increase of country's competitiveness on international markets and economic growth.

Keywords: foreign direct investments (FDIs), economic development, FDIs by countries, liberal economic policy, Georgia

INTRODUCTION

Today investments play important role in country's economic development and represent motive for the growth of national economy. Hence its statistical analysis is topical issue as for developing as well as for developed countries.

FDIs are crucial for Georgia's economy. In order to attract FDIs country needs liberal investment climate that creates equal conditions for investors operating on a local market and turns national market attractive for foreign investors.

Growing and stable development of economy and liberal market economy with high level of economic freedom is attractive for investors; it makes incentives for additional capital investments and new economic activities. Optimal number of taxes and acceptable tax rates, simplified administrative procedures stimulates inflow of FDIs and improves investment potential of the country.

Attracting FDIs is important also because it shows economic and political stability of the country and its economic development. Also decrease of share of public investments in the total investment volume in the country shows development of private sector that will have positive impact on country's economic development.

ECONOMIC EFFICIENCY OF FDIs

FDIs are important as for Georgia as well as for all developing countries in general. It creates basis for high economic growth rates, better living conditions for population, employment growth and reducing poverty. Foreign investments create additional economic effect in country's development.

When foreign company enters the country it should create new jobs and better working conditions. When local workforce are employed in a new company it should be considered as a positive result, but often happens that foreign company brings people from abroad either because of the lower wages or higher qualifications of foreign workers compared to local workforce. In order to solve this problem higher level of education is needed. Quality of professional education should be in accordance with the market demands and entrepreneurs and business representatives should be included in developing educational courses. The most demanded skills and professions should be revealed and considered while
creating study programs that will help to avoid such programs that are useless in practice and don't guarantee jobs for graduates. Foreign investments open access to the modern technologies for local producers that improve capacities of local economic agents and increases labor productivity. As a result they become competitive on local as well as on international markets.

Another economic effect of FDIs is that it makes local market more competitive. Monopolies that dominate local markets are facing with new and stronger competitors. This process supports development of the sector and contributes to the creation of antimonopoly policy. Although, there is a risk that foreign company becomes a monopoly while bringing investments in the country. For example according to an empirical research of C. Zalti 1970-1980 there is no correlation between FDIs and economic growth in third world countries in case when Investor Company becomes monopoly that in turn brings negative effects to the economy.

All things being equal, when market economy principles are in force on a local market, FDIs are not only foreign capital flown into local economy but also it is real possibility of trading with local shares on international markets.

It is wrong to say that FDIs can't stipulate growth of country's economic indicators and income levels of people. People who support such wrong ideas contribute to the formation of negative attitudes in people who are not well aware in economic issues. In developing countries like Georgia main problem causing negative impact of investments on economic growth is that the countries don't have chosen right economic direction, economic activities take place on malfunctioning markets, privatization process isn't finished and as a result limited natural resources and other capital is concentrated in hands of few companies that in turn contributes to the existence of less competitive business and entrepreneurial environment. When foreign company comes to such market it will be dominant, without competitors and in such case FDI won't be beneficial for the wealth of country and people living there.

**FDI TRENDS IN GEORGIA**

Given FDI trend below in Georgia is discussed for the period of 2005-2014 (*Figure 1*). In spite of the growth trend in 2005-2007, later years are characterized by reduction of FDIs that was mainly caused by world economic crisis. From 2009 it is hard to talk about stable trend. FDIs are very important for the economy because it finances large infrastructural projects when there is no money for that locally\(^2\). When there is no growth trend in FDIs they can't determine direction of country's economic development.

![Figure 1: FDIs in Georgia, 2005-2014 (millions USD)\(^3\)](image)

*Source: calculated by authors*

According to *Figure 2* share of EU in FDIs to Georgia is more than that of CIS (Commonwealth of Independent States). One reason of this can be fact that there are much

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\(^1\) Economic Policy Research Center – Review (2012), Perspectives of Georgian Economic development

\(^2\) Foreign Direct Investments, National Statistics Office of Georgia, Available at: http://geostat.ge/?action=page&p_id=139&lang=geo

\(^3\) Economic Policy Research Center – Review (2012), Perspectives of Georgian Economic development
more countries in EU than in CIS and more countries are investing in Georgia from EU than from CIS. Investments from EU also create possibility for inflow of technology, western methods of production contributing to the formation of competitive market. Country will be able to produce high-tech products in the field characterized by high levels of FDIs.

Figure 2: FDIs in Georgia by country groups in 2014

Source: calculated by authors

In a Figure 3 we can see that Netherlands hold the biggest share in FDIs from EU. It is more than FDI from Azerbaijan which is the leader investor to Georgia among CIS countries. Also, investment came from France that is fifth biggest investor from EU is 795 times more than the investments done from Belarus that is fifth biggest investor from CIS. Difference is clear as from overall as well as from country level point of view. Investments coming from EU are more than investments coming from CIS. It is worth to note that the biggest part of the investments coming from the Netherlands is going to the fields such as industry, energetic, construction, transport and communications.

Figure 3: FDIs to Georgia by countries in 2014 from EU

Source: calculated by authors

FDIs from Azerbaijan are directed to transport and communication industries, while investments coming from China are oriented towards construction sphere\(^4\).

Appearance of Panama in the list of foreign investors is linked with the company Frankston International that is registered in offshore zone of Panama\(^5\) which is financing Old City Development that in turn finances "Panorama Tbilisi" project.

According to the Ministry of Economy and Sustainable Development of Georgia the biggest level of investment was attracted by BP Group. Second place is hold by construction company Hualing International with attracted investments from China (Figure 5).

FDIs in Georgia by sectors of economy are shown in Figure 6. The lowest level of FDIs can be seen in agriculture. The fact that agriculture can't attract large amount of investments is caused by underdevelopment of the field that in turn is caused by low prices on land. Cheap land doesn't attract additional finances. Land owner doesn't possess proper technical means and can't use land properly. Accordingly, productivity is low and contributes to negative attitudes of investors who are unwilling of making investments in agriculture. Share of investments in

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\(^4\) FDI boom Methodology, Available at: http://www.radiotavisupleba.ge/content/investiciebis-bumi/26742152.html

\(^5\) Investors who have invested capital in 2014 in Georgia, Available at: http://www.netgazeti.ge/GE/105/business/42761/
processing industry are decreasing that negatively affects on the development of the field. Investments are crucial in energetic since they provide new technologies and standards.

Investments are crucial in energetic since they provide new technologies and standards. Figure 4: FDIs to Georgia by CIS countries in 2014

Source: calculated by authors

Investments are crucial in energetic since they provide new technologies and standards. Figure 5: FDIs to Georgia by World countries in 2014

Source: calculated by authors

Transport and communication industries hold large share of FDIs. Also, huge amount of investments is directed to the construction sector that is characterized by growing trend. Investments made in transport and communication industries are important but not crucial. It is more important to invest in fields that are linked with production. Investing in construction sector is positive process but this is only infrastructural development that is necessary for future development of the sectors of economy, but infrastructural project that is already done isn't able to produce products anymore. Investing in the fields such as agriculture and industry will create possibility to get economic wealth that will contribute to the economic growth of the country and improvement of well-being of the people.

FOREIGN DIRECT INVESTMENTS AND ECONOMIC GROWTH

General indicator of people's living standards is gross domestic product (GDP). Despite its economic essence, GDP is considered as an indicator determining standard of living; still it is better to consider it as a general indicator, because it is not enough for assessing standards of living in the country. GDP shows the level of economic development in the country, while economic growth is important for improving living standards of people in the country, but only if economic wealth is equally distributed among all social classes. The structure and quality of economic growth is important since it provides wide range of choices for individuals. Because of this for Georgia, which is on the way of establishing market relations economic growth and well-being is very important. Economic growth is largely depend on the inflow of investments in the country. When FDIs are properly directed to the certain field their efficiency is high and has positive impact on economic growth.

In 2005 the share of FDIs in GDP was 7%, in the period of 2005-2007 inflow of investments reached its highest point and took 19.8% share in the country's GDP. In the following years FDIs decreased and in the period of 2007-2009 their share in GDP was 6.1%.
This decline was mainly caused by world financial crisis. This value decreased to 5.8% by 2013 while in 2014 it grew to 10.6%. Also, if not including data from 2007 we can see that the share of FDIs in GDP is under 15%.

Figure 7: FDIs (million USD) and economic growth (%) in Georgia, 2005-2014
Source: calculated by authors

If we evaluate the volume of investments and economic growth in dynamics (Figure 7), we see that parameters of economic growth is increasing along with the growth in investments. Hence, we can say that investments affect positively on economic growth. While attracting foreign investments it’s important to consider employment of local workforce that is crucial. Taxes paid by foreign companies, wages paid to local people and additional investments made in Georgia is inevitable for country’s economic development. Growth of GDP in numbers should be transformed in improved social life and economic wealth. Because of this participation of foreign companies on a local market is highly desired.

WHAT HINDERS INVESTMENT FLOWS TO GEORGIA

One of the reasons that hinder investment flows to Georgia is lower paces of the privatization process. The share of incomes from privatization in the budget decreased from 3.5% to 1.3% in the period of 2011-2014. One of the contributors to the economic crisis in Georgia in 2008-2009 was stop of the privatization process. Most of the objects either weren’t sold or were sold on a lower price compared to what was planned. That made problems for FDIs. Most of the investors were unwilling to invest in politically unstable country.

After the economic crisis in the country attracting FDIs became Government’s main challenge. For this purpose government adopted law on special industrial zones in three cities in Georgia\(^6\): Poti, Kutaisi and Tbilisi. These zones are still in the process of attracting investors and developing production. Hence their impact on FDIs and economic growth is insignificant.

Frequent changes in legislation and additional regulations hinder formation of stable and predictive legislative and business environment. One of such regulations was restricting foreigners from buying land in Georgia that negatively affect country’s economic development. The purpose of forbidden land sale to foreigners in Georgia and giving local people possibility to use that resource is mainly patriotic and has less economic sense. Avoiding such regulations is possible. Economy should be based on motivations and not on regulations.

\(^6\) The investment environment challenges, Available at: http://www.transparency.ge/en/node/4985
Main reason hampering economic growth and FDIs is lower paces of the process of private ownership formation. 60-70% of total assets are owned by the government. Publicly owned assets aren't included in economic activities, production doesn't take place and country doesn't get economic benefits. On the other hand excess supply of assets leads to their lower prices and the assets with lower prices aren't able to attract additional financial and nonfinancial resources, because they aren't interesting for investors. Investors aren't interesting in assets values of which aren't expected to grow. No one will invest in the sphere if actual possibilities for covering expenses and earning profit aren't seen.

CONCLUSION

Existence of stable economic growth, liberal economic policy and free market conditions are basis of country's fast and efficient development.

For small developing countries such as Georgia bringing FDIs is particularly important and effects on country's economic development. Georgia has potential to achieve high economic development and attract more investments.

In the future when the process of the privatization will be finished, the value of private assets will grow and provide more financial guarantees. As much private owners are on a market as high an economic freedom is and investors are willing to invest in economically safe country, where invested capital will have high value and will create a possibility of bringing additional financial resources. Investing in spheres that are priorities in Georgian economy will contribute to the increase of country's competitiveness on international markets and economic growth. Investing in export orients industries to highly technological branches.

In light of the natural resources and geographic situation of Georgia there are huge possibilities for using existing resources, attracting new investments that will contribute to country's economic growth and improving living standards.

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ROLE AND PLACE OF INFORMATION AND COMMUNICATION FLOWS IN THE SYSTEM OF ENTERPRISE LOGISTIC MANAGEMENT

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Abstract: The problem of rational organizing of informational flows motion in the logistics system is investigated, so the creation of effective information and communication system on the enterprise as the possible way to resolve the mentioned problem is proposed. With this aim there is examined the essence of "informational logistics" and "informational flows" concepts, as long as the role of information in the provision of logistics systems effective operation. The logistics informational system of the enterprise is characterized and its applied value is disclosed. There are singled out the main elements of communication system in section of informational, technical and technological, socio-psychological and economic components, and their main features and functional peculiarities are developed.

Three groups of logistics and informational systems are described such as planed, facultative (dispatcher) and executive (operational). There are considered the particularities of their formation at the different levels of enterprise management. To solve the problem of effective informational provision of management processes on the enterprise we propose to set the intra-industrial centers that manage simultaneously informational and communication flows on the enterprise, as long as to invent the logistics information system. There is determined that the logistics informational system creates new opportunities in organizing of necessary information according to enterprise management personnel specific needs.

Keywords: logistics, communication system, informational flows, enterprise management, informational technologies

INTRODUCTION

The effectiveness of the company is determined by the quality of the accepted management decisions, which in turn are determined by how well the informational flows are organized both within the enterprise and with an external environment. It is impossible to resolve the problem of informational flows rational organizing without the creation of the company effective information and communication system that provides an uninterrupted process of collecting, processing, transmitting and storage of information necessary for decision-making at all levels, involving into the enterprise management. The subject matter of logistics management informational support is primarily the lack of information. Most businesses fail because of an incorrect or untimely information received. Lack of timely information leads to the accumulation of materials, so far as consumer's and supplier's uncertainty provoke the desire to insure. Another problem of well-established logistics informational systems is the weak development of communication networks structure and technical level, as long as the absence of informational interaction between suppliers-producers and buyers-consumers.

MATERIALS AND METHODS

Informational logistics system occupies a key position in logistics systems, according to many publication highlights in the works of foreign and domestic scientists and economists.
E. Krykav's'kyi in his researches argued that informational logistics is the subsystem of the logistics system, the object of which is the informational flow. Therefore, this flow managing may relate to implementation of operational logistics functions (information storage, transmission, processing) and realization of the logistics system strategic objectives [1, p. 78].

S. Matusyak and P. Stasyuk noted, that the information acts as a driver of the logistics system and keeps it open, being able to adapt to new conditions. In this regard, one of the key concepts in logistics is the concept of informational flow [2, p. 223].

In the research of O. Myskovets' there is determined that the informational flow may be considered as a notification submitted orally or in written form on any medium (paper, electronic or by oral communication means), generated by one entity and transferred to another for making some reasonable decisions [3, p. 115].

M. Berezovskyi, A. Dankevych, L. Vasylenko and L. Zhankevych believed that logistics informational flow represents a set of messages circulating between logistics system and external environment of messages, which are required for system management and control of all types of logistics operations, which are separate parts of the logistics process [4, p. 48].

O. Matviyenko mentioned that logistics informational systems are usually automated systems of logistics processes management. Therefore mathematical support in logistics informational systems is a complex of programs and a set of programming tools that provides the resolving of problems of material flows management, texts handling, receiving reference data and operation of technical means [5, p. 324].

RESULTS

If in the past for the rational organization of logistics processes the transportation and warehouse processes were considered as a basic, for today an increasing attention is focused on informational flow, which helps to plan the material flow, as long as to manage and control it. Every movement of materials is associated with the transfer of information. Some reports outgo the cargo and notify its arrival. The information leading allows the recipient to prepare its acceptance in time. Other data is accompanying the cargo. It characterizes the type and quantity of goods, sender, recipient and owner, pay attention to the dangerous properties of the product. The third type of information following the material flow and often goes in the opposite direction. Information flow is more complex than the material one as it also covers such enterprise subdivisions, through which material passes indirectly.

Various informational flows circulating within and between the logistics system elements, between the logistics system and the external environment, form the logistics informational system, which is an integral part of company information and communication system. The Logistics Informational System (LIS) is organized in some way sum-total of related means of computer technology, various directories and necessary means of programming that provides the solution of so either functional problems of material flows management [7, p. 51].

Formation of the informational and communicational system is a complex and multidimensional process that uses all the achievements of modern information technology, novel computer systems, which enables the successful production processes management through the use of appropriate information techniques, methods and forms of informational support of logistics systems and company in tote. The main elements of this system on the enterprise are: 1) informational component; 2) technical and technological component; 3) social and psychological component; 4) economical component.

Informational component includes the sum-total of information and informational flows, internal documentation system, automatic control system (ACS), decision support system (DSS) etc.

Technical and technological component is one of the main means of provision of the enterprise communication system. In our opinion, as its components should be considered the following items: computers, telephones, fax machines, printers, scanners, etc; various kinds of software; Internet; means of media communication (including mass media).

Social and psychological component is primarily determined by the social, qualifying,
psychological and emotional characteristics of the individual employee and a team in general. Taking into consideration that personnel play a key role on any enterprise, manager requires knowledge of the psychological characteristics of employees, which is a prerequisite for rapid achievement of the desired results. It is the psychological component that is an internal reserve of every human development, a way of his reaction to external stimuli and behavior stimulant.

The objective precondition for forming the qualified staff, its professional qualities and features of character is a system of social relations (economic, political, moral at alias), that is the society to which it belongs. The formation and development of employee is impossible outside public relations, interaction, communication and activities of all contact groups. This component includes: business climate in the team; emotional background of the staff; corporate culture; professional level of employees (education, qualifications, record of service, self-education, experience etc.); workers temperament and character traits.

The economical component consists of the introducing of procedures and rules for analytical data processing with the aim of decision-making, notably: collection and processing of information, documents circulation, accounting and reporting provision.

Above-mentioned elements help to represent the status of properties and processes that are taking place inside the system. Therefore the new challenges that production organizers and leaders are faced with during the implementation of logistics principles require them to create such an informational and communications infrastructure that would allow collecting, organize and transmit information in accordance with the established objectives. While examining the individual enterprise, the logistics information systems should be divided into three groups: 1) planed; 2) facultative (or dispatcher); 3) executive (or operational) [6, p. 121].

Planed informational systems established at the administrative level of management and serve for making long-term decisions of a strategic nature. The tasks may include: creation and optimization of logistics chains; production planning; overall inventory management; reserve management et al.

Facultative (dispatcher) informational systems are being created at the level of depository or shop management and serve to provide the smooth operation of logistics systems. Here may be decided the following objectives: a detailed inventory (storage places) control; management of intra-storage or intra-plant transport; the selection of goods on order and their acquisition, registration of goods that are sent, and other tasks.

Executive (operational) informational systems are established at administrative or operational level of management. Information processing in these systems is realized in motion, caused by the speed of its arrival to the computer. This is so-called operation in real time, which allows to receive the necessary information about the movement of goods at the current time and to issue promptly the administrative influence over the managed object. With the usage of these systems there can be solved various problems associated with material flow control, displacements operational control, etc. If the informational system is an automated processing of information, technical support includes electronic computing and communications between them. To solve the businesses problems of irregular, unreliability and lack of information there can be created branch-wise and intra-productive centers that will manage both informational and material flows in the enterprise. It can also be established the logistics informational system in the sphere of cargo preparation to transportation with the use of electronic transport documents.

Another problem of logistics informational system creation is enterprises outdated hardware, namely the technology, which would collect, retain and transform information and facilitate the control process. It is due to the increasing speed and efficiency of response to control data content profitable computerized communication system in the economic and industrial structures.

The next problem is in the field of enterprise foreign economic activity, dealing with customs barriers, especially for countries that are in close proximity to each other and which are almost daily in connect.
In order to facilitate relations there should be established a unified international communicational and informational system. It is designed to transmit the information on material flows and monitor their movement. This informational system will combine the communication systems of many countries and in this regard it will reduce transport time spent at border stations and related costs. This system should always be opened to users to exchange data, and to exploit this system there should be designed a common language, as a single. The independent communicational network will be available for the system and this network will not depend on other governmental informational systems. It should also provide non-stop exchange of information between users. In addition, it will develop with increasing flows of information and number of subscribers.

DISCUSSION AND CONCLUSION

Establishment of the logistics informational system is a difficult and multifaceted process, which is impossible without preliminary creation of information and communication system of the enterprise. This process uses all the achievements of modern informational technologies, advanced computer technologies; and each of them makes possible to manage successfully the organization of departments’ interaction.

The logistics informational system as a mechanism of structural divisions' interaction organization provides new opportunities for the organization of the necessary information to meet the specific needs of managerial staff machinery of the enterprise.

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PROBLEMS OF ECONOMIC DEVELOPMENT OF BRITAIN 
SINCE 1970s TO NOWADAYS 

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Abstract: The current situation in the economy and the problems of Britain economic development in 1970s is described in the article. The internal and external factors, their interaction and impact on the economic situation of the country in the period that lead up to the so-called "ten year" crisis were investigated. In article was analyzed a number of economic indicators reflecting, in particular on the crisis state of the British economy, showing their impact on the economic development of England and the way out of such situation. The British could not accept the loss of the title of world's largest colonial empire and the enormous loss of possessions, which for more than a century meant that they had a higher standard of living than in other countries. The UK economy becomes increasingly taking corporate traits, when any economic solution acceptable on the basis of agreements between government, trade unions and employers in their own interests, which impede progress. Now all the British need to learn about the new conditions of the new world and only rely upon their own strength, in fact, it is the main their problem.

Keywords: national security, economy, economic policy, economic crisis, decade of crisis, energy crisis, inflation, inflation rate, pace of development

INTRODUCTION

Since the formation of the first states as political institutions of society, their main purpose was to protect the vital interests of government and society. Today, this statement appears in the concept of "national security". From the beginning, statement "national security" was constantly expanding and changing. The present stage of development this concept means not only protecting the spiritual, moral, ethical, cultural, historical, intellectual and material values, but also ensure stable economic development, foreign policy and increasing credibility in the international arena. Economic issues take leading position in the concept of "national security". It is important to study, analyze and follow up the development of European countries in this area.

Countries, which have great historical experience of economic development and show the most impressive economic results, are the most interesting for studying and researching for today. Among these countries, we want to point the UK, which is known for the beginning of the industrial revolution that subsequently spread throughout Europe, North America, and eventually the world. Nowadays this country has one of the most developed economies in the world. Britain along with big rises, like any other countries, was influenced by crises caused by external and internal factors. One of the most interesting and scantily explored time is period of the 1970s decade.

MATERIALS AND METHODS

This period was described by S. Morris [1], K. Leys and M.J. Oliver [4], S. Holland and G. Cameron [2], as well as R.L. Harrington [3]. Considerable attention of these scientists was to the problems of foreign economic and political processes that occurred during this period in their research and publications. For example, R. Harrington [3] considered structure of the economy, employment rates, inflation and GDP in that time. M. Oliver [4] described and evaluated the political events of that time. Particularly he separated out the impossibility of
Labor and Conservative Parties to stabilize the situation in the country by adoption of new laws and control spending of budgetary resources. G. Cameron [2] analyzed industrial facilities of England during the 1970-80s in his article. He also explained main reasons of recession in the manufacturing sector and stabilization of the situation after coming of Margaret Thatcher's government.

The aim of our article is to search for reflection of the main problems in the cyclical development of the British economy in 1970s. The main task is to analyze economic events in England that took place during that period.

RESULTS

At the beginning of 1970s the "decade of crisis" came to Britain. That crisis combined a number of related factors. First of all it was the financial crisis, which started from crash of the old gold standard, and in fact the whole Bretton Woods system; second, population was totally disappointed in the Keynesian methods of state regulation and finally, third, the energy crisis that ultimately made heavy England industry to kneel down.

Besides, the industrial development of Britain was slowed by a number of parallel negative factors. The most important were:

1. Increased competition from USA, Japan and FRG. Fall of competitive ability of British goods and reduce investment in industry.
2. Slowdown in growth of the economy. During the 1960s, GDP growth was only 2.89% per year, while in Japan 11%; France 5.8%; FRG 4.8%. The proportion of England's total industrial production in developed countries significantly decreased: from 8.3% in 1965 to 5.8% in 1972. Total volume of England industrial production dropped from 2nd place, which is occupied after the war, to the 4th losing not only the US but also Japan and FRG [3, 8].
3. Enormous expenditures for maintenance and funding of the Army presence of British troops abroad.
4. Significant budget payments for social and welfare programs. Their size still undecided in the colonial period and after the collapse of the empire greatly exceeded the capacity of the state. The Conservative government of Edward Heath, which had won parliamentary elections in 1970, immediately tried to pass law that reduced expenditures for social needs, because the economy wasn't able to stand such pressure. All attempts to decrease costs provoked massive displeasure and sharp protest of trade unions.
5. Excessive costs created state budget deficit and money supply growth, which were unsecured with goods. As a result, inflation and price increasing became constant. Despite the slight slowdown in inflation after the devaluation of the pound in 1967, its growth remained at a high level. From 1965 to 1971 consumer price index had increased to 37%, while provision prices only during 1971 increased on average 12.4% [8].
6. Slow rate of development and decline of competitive ability of British goods which was a cause of trade deficit. Britain had the largest trade deficit in history in 1972 to 1973. It was about 90 million pounds per month from January to February in 1973 and 197 million pounds in March. Britain share in world exports fell from 12.1% in 1948 to 6.6% in 1972 [5, 7].
7. One of the indirect effects of the aggregate factors mentioned above was the decline of business activity.

Overall, the 1970s could be described as a decade of economic crisis. The global financial crisis, which took place in 1972, had a negative affect for economic condition of England. The "free floating" exchange rate was implemented for the Pound to stabilize the situation. It resulted in decrease of its value for 5-6%. In fact it meant a new devaluation and a final parting with the gold standard, therefore gold and foreign exchange resources of the country felled by 1 billion pounds in the 1973. There was a rapid increase of inflation in the UK, along with this state was in fact bankrupt and need an international loan of 5 billion pounds. The complete collapse of the economy was saved by concurrence of circumstances. Oil fields were discovered in the North Sea. All sectors of the economy were exposed by considerable blow. Between 1974 and 1975 the economy was actually shrinking, the level of inflation was
higher than in previous years and reached a mark of 26% in July 1975 [6]. This trend was observed until 1983, when it was stabilized at the level of 1970 and amounted to 8%. Combination of inflation with the temporal levels of unemployment, which was observed in those years, can be described as stagflation. Balance of payments deficit continued to grow, for example, a budget surplus of 261 million pounds in 1971 became a deficit of 2.3 billion in 1973 [1]. This deficit continued to grow and in 1974 was 3.6 billion pounds. In the period from 1970 to 1973, deposits in foreign direct investment were doubled, lead companies "voted with two hands" for moving assets to more profitable locations. All of these economic problems made the British government force the issue joining the "common market", which was effected in 1973 [4]. However, the global energy crisis started at the same time, caused by actions of the Gulf, which acted as the initiator of the increase in oil prices. It hit hard to Britain economy, because Britain was one of the main consumers of Middle Eastern oil.

Colin Leys talked about a worldwide accumulation crisis, based on four main factors: the exhaustion of the impulse of technological innovation which had been reached by the Second World War; Japanese competition in all the most advanced area of production, the movement of manufacturing capital to cheap-labor in countries such as Taiwan and Brazil and finally the oil prices increases after 1973 [1]. In 1975 was the first time since 1948, when world trade did not grow. However, it doesn't explain Britain's position as a special case, because it was especially vulnerable for two main reasons.

Firstly, manufacturing capital was greatly centralized, with the largest 100 companies accounting for 50% of total output in 1970 (compared to 15% in 1910). In the late 1970's the structure of the economy determined by the six largest public corporations (in electricity, metallurgy, gas and coal, and infrastructure) with assets that exceeded 1 billion pounds [2]. Additionally, it allowed the government announces the prevalence in the country "mixed economy", and the state assigned the role of regulator of social and economic relations.

Secondly, business was highly internationalized; 50 of the top 100 companies were multinationals, accounting for over a quarter of all Britain's visible export. In 1979, 19.5% of visible exports were from American-owned firms, while one third of the profits of British multinationals came from overseas.

S. Holland's related theory includes the rise of a "meso-economic" sector between the macro and micro level. The sheer scale and complexity of these companies was to disrupt the conventional wisdom about state economic management; companies had become partly immune to state policy. In 1975, Britain contained 140 of the top 500 European companies, yet its economic performance was very low; according to S. Holland: "leading, multinationals have written Britain off as the main location for their expansion, and are shunting investment and jobs in modern industry abroad" [1].

In this view, Britain had become just a "location" in the global division of labor, and an increasingly unattractive one for business at that. An interesting factor is that during the crisis new conditions were created for the economic transition from the sphere of heavy industry to services. This transition is comparable to the Industrial Revolution, which was carrying in his introduction of new technologies and innovations. Nowadays, innovation is one of the main moving forces that contribute more sustainable and effective development in the long term period. If we analyze the dynamics from 1970s we can see that these years were a turning point in the distribution of productive forces in Britain. Thus, the manufacturing sector, which occupied 32% of GDP in 1970 in 12% 2010 while, public sector had a small dynamic change and in 1970 was 14% while is now 19% in 2011. The greatest evolution has occurred in the financial and business services sector in 1970, it was only 16% but in 2010 38% [9]. This trend is the transition from the manufacturing sector to service sector: and definitely has some positive results. This economic policy has led to greater autonomy economically and improved better protection against external factors. Britain is an island, so the question of autonomous existence in emergency events in the world is the first.

Nowadays Britain's economy is one of the most powerful and stable in the world. But it still has sectors, with low protection. Going back to the energy crisis of the 70s, we can say
that in the present fuel-energy complex of England is quite vulnerable. Britain attachment to import raw material oil and gas is still quite large. At this stage in case of repeated misunderstandings with countries of OPEC, as recent events have shown the world it is quite possible, in the UK is only one hope for oil from the North Sea.

So, the only direction of development in this sector is the introduction of innovation in the fuel-energy sector, namely the development of alternative sources of energy. These sources include solar energy, wind energy, the energy of sea waves. Good examples in this respect can be called such countries as China, Japan, Germany and Spain. Ability to produce electricity using renewable energy sources in a secure and reliable way should be the aim for each country, which in turn will increase the level of "national security" of each country and the whole world.

CONCLUSIONS

The 1970s have provided a great experience for Britain. These years were catalyst for neoconservative economic development strategy of the country in 1980s. Advantages of the public sector is seriously hampered by progressive development of industry, ship building industry made the production-capable uncompetitive on world markets. The systematic increase in spending on social needs in society gave the rise to psychological imbalance. The British could not accept the loss of the title of world's largest colonial empire and the enormous loss of possessions which for more than a century meant that they had a higher standard of living than in other countries. The country economy becomes increasingly taking corporate traits, when any economic solution acceptable on the basis of agreements between government, trade unions and employers in their own interests, which impede progress. Now all the British need to learn about the new conditions of the new world and only rely upon their own strength, in fact, it is the main their problem.

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CONCENTRATION OF MEDIA OWNERSHIP AND ITS IMPACT ON MEDIA BUSINESS IN SOUTH EASTERN EUROPE

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Abstract: The importance of transparency, freedom and diversity in Europe's media landscape is a matter, which concerns each European country. Some of them such as Finland, Denmark, Sweden or Austria succeed in applying effective regulation mechanisms in order to keep an independent and democratic communication environment. But the situation is not the same in South East European states, where the electronic and print media suffer from economic and political control. The significance of the problem is analyzed by a lot of social researches such as IREX (International Research & Exchanges Board), OSCE (Organization for Security and Cooperation in Europe), Konrad Adenauer Stiftung, "Reporters Without Borders", "Freedom House" and others. All of them reveal the defects in the media environment such as impaired freedom of speech, lack of transparency of ownership, and upset balance of media environment.

Although press freedom is constitutionally guaranteed in South East Europe (SEE), this research presents facts proving that the concentration of media ownership is increasing and that corporate alliances between communications firms have become a norm. It also should be noted that there are no Europe-wide media ownership rules and each Member State has treated the issue separately, mostly with a deregulatory trend. Nominal owners are mostly just front men, while the real owners hide behind off-shore companies abroad. As long as this lack of transparency in media ownership continues to exist, then it will not be possible to effectively stop the trend towards media concentration. In sum, there are only a few dominant players who are in a position to influence both the market and public opinion. Consequently, advertising market is dominated by big advertisers directly connected to concentrated owners of media business. In this way, without setting any legislative restrictions on the ownership, is created a situation of inequality in media and advertising business.

The object of the scientific article is the convulsions of media business caused by economic and political influence. The subject is the political and economic control in the electronic and print media in SEE. The purpose of the inquiring research is to be created a new media model.

Keywords: freedom of speech, media concentration and pluralism, media ownership, political and economic control

INTRODUCTION

As a first step in the current research, is presented a content analysis concerning the level of freedom of speech in SEE. The non-government organisation "Reporters without Borders" reports that in 2015, a few countries such as Croatia, keep on improving its media practices. Croatia has the best assessment by moving from 65th to 58th place in 2015. Among the reasons for that improvement is the accession to the European Union and the harmonization of the national legislation with European standards.

Others countries, such as Moldova, Bulgaria and Albania, still suffer from crisis of confidence, although the media situation in Albania has slightly improved. Among the other Balkan countries, Romania occupies the front place (52nd of 180), while Macedonia takes the lowest position (117). Compared to last year in most countries of SEE there are negative trends in terms of freedom of speech. On the other hand, freedom of speech in Bulgaria

8 World Press Freedom Index 2015, Available at: http://index.rsf.org/#!
continues to get worse, the country falls in the ranking from 100th to 106th position; it occupies the worst place among the countries of the European Union. The problem there is that more than 50% of journalists are subjected of pressure from the politics and economics.

**MATERIALS AND METHODS**

For Romania it is said that the constitution protects freedom of the press and the media environment is pluralistic. However, poor economic conditions have led some foreign media companies to sell their Romanian assets, leaving a larger share of important outlets in the hands of wealthy Romanian business figures, who typically use them to advance their political and economic interests. Financially hobbled public media remain dependent on the state budget and vulnerable to political influence9. Romanian media are more financially vulnerable than ever to outside influence, which continues to affect their editorial independence. The problem is that the agencies work more with the national media, and the ad money reaches the local stations mainly through the networks' account. So, in this way the national media conglomerates push the local stations to bankruptcy via their unfair competition. Political interests influence advertising budgets and public advertising money is funneled into "easy-to-buy media", so that the authorities can put pressure on journalists using public money10. According to the legislation, the public authorities are free to allocate contracts under €30,000 without organizing any public bid. These contracts usually go to media that are friendly, belong to allies of the local leaders, or are willing to positively represent the paying authority.

**RESULTS**

The horror of trade media influence and fall of serious journalism could be clearly seen in Bulgarian media sphere. There are other weaknesses such as media concentration, media ownership illegibility, political and economic pressure on journalists, media corruption and self-censorship. Other trend in the country is mixing the editorial with PR and advertising content, so the information is often manipulated by the owners of the media. These abuses are often found in political and business news. Furthermore, the Law of Radio and Television in Bulgaria allows the owners of advertising agencies to possess shares in print or electronic media11. This legislative initiative shows a clear example for protection of corporate interests, leading to dangerous horizontal concentration and increased vertical integration in the media market. The advertising and media monopoly is the most effective means of eliminating the competition and its impact will continue to grow if no measures are undertaken to limit its negative influence.

Unfortunately the situation in Albania is similar. Journalists and media in Albania are facing constant and certainly "significant" pressure from the government and business. They both manage to influence people in the media in several ways, the most direct being money. Given their difficult financial situation, Albanian media are dependent on advertising. The government has an advertising budget for all of its ministries with a total of about 15 million Euros per year and most of this money is given to pro-government media12. Politics and business in Albania are closely interconnected. The media landscape here is polarized along political lines, which means that if a company advertises itself on the opposition media, this is seen as an active support not only to the media itself, but to the opposition too. However, there is a problem of self-censorship and most journalists follow this vicious practice because of the potential risk of losing their jobs or suffering a physical pressure.

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10 EUROPE & EURASIA MEDIA SUSTAINABILITY INDEX 2015, Available at: https://www.irex.org/sites/default/files/u105/EE_MSI_2015_Romania.pdf
11 Radio and Television Act, Bulgaria, Available at: https://www.mtitc.government.bg/upload/docs/Radio_and_Television_Act_en.pdf
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The media market in Moldova also suffers a lack of financial independence, deficiencies in the legal framework, or stalled reforms at the public broadcaster\textsuperscript{13}. The phenomenon of media monopolies and concentration becomes more manifest and already affects the quality of journalistic products offered by the media. The true owners of media outlets still remain officially unknown, which favours a lack of pluralism and media monopolies. It is also pleasing that abuse against journalists is decreasing and that judges began applying the Law on the Freedom of Expression. Implementing the government program for 2011-2014 did not progress a great deal, and the problems mentioned there remain unresolved: privatization of the press and demonopolization of the media market by revealing the owners and funders of media outlets and by establishing a legal framework in this regard.

The background sketched above, emphasizes the need for targeted improvement of individual aspects of the Croatian media landscape, too. This includes the foundation of a press board, increasing the political independence of public radio, and the promotion of democratic understanding in the field of political communication, to prevent encroachments on media freedom in cases of unfavourable coverage. In addition, measures must be initiated to guarantee media independence in smaller localities. Only in this way can be limited the influence of local administrative elite. If all these steps could be implemented, the journalists in Croatia will be able to join their colleagues in other countries in making a full contribution to society.

Taking into account the analysed data from this media research, the author of the article concludes that the freedom of speech depends on strong regulations with high level of effectiveness, which will ensure a transparency in media ownership and funding, without any political interference. Hence, all these factors will contribute for the equal treatment of the companies in advertising business (\textit{Figure 1}).

\begin{figure}[h]
\centering
\begin{tikzpicture}
    \node (pib) {Political influence in media business};
    \node (pb) [below right of=pib] {Problems: decreased freedom of speech, increased media funding and control};
    \node (ld) [below right of=pb] {Lack of monitoring and control in media funding and advertising};
    \draw [->] (pib) -- (pb);
    \draw [->] (pb) -- (ld);
\end{tikzpicture}
\caption{Current media problem in South Eastern EU countries}
\end{figure}

\textit{Source: created by author}

Analysing in details the status of SEE media, aggravated by excessive pressure on them, the author comes to the statement that the law framework does not provide a favourable environment for maintaining media independence. It's important to note that during the past two decades very few media outlets in Southeast Europe have managed to get financial and, implicitly, political independence. The main reasons for this situation reside in insufficient revenues and difficulties in attracting capital, in poor management and in the lack of fair competition on the advertising market. The quality of journalism is also affected by poor logistics, which in turn are determined by a lack of funds. Most media are biased towards the government or certain political leaders. With few exceptions, journalists do not separate facts from opinion and do not give the audience the opportunity to create its own position based on balanced and fair information. The press media in some countries such as Bulgaria and Moldova is subjected to different forms of pressure that result in ethical principles' violation and self-censorship. So, this can affect the media's ability to serve as a "watchdog" over the government activity.

According to Article 10 of the European Convention on Human Rights (ECHR)\textsuperscript{14} the electronic and print media should be protected from pressure, without interference by public authority or business. But these norms are not enough for acquiring media independence.

\begin{footnotesize}
\textsuperscript{13} Independent Journalism Center, Report on the Situation of the Press in Moldova in 2012, Available at: http://www.ijc.md/Publicatii/mlu/Report%20on%20the%20Situation%20of%20the%20Press%20in%20Moldova%20in%202012.pdf

\textsuperscript{14} European Convention on Human Rights, Available at: http://www.echr.coe.int/Documents/Convention_ENG.pdf
\end{footnotesize}
Another weakness on the media market is that there are no strict limits on market shares, the shares of distribution and audience, equity income from advertising or capital shares in the media company. One of the biggest challenges that should be resolved is the guarantees for loyal competition in the media market. After identifying problem of the growing concentration, which is an obstacle for the progress of pluralism and diversity of media, the author introduces a new model for regulation of property in media companies and for monitoring its financial management. On the basis of the described problems in media business the author creates the followed titled *Regulatory Media Business Model*. The structure of the model encompasses measures, by which will be provided a favorable environment for the development of independent media, as follows (Figure 2):

**Measure 1 "Regulation of property in media companies":** It is consisted in setting a percentage share of media ownership. In accordance to authors' vision, one owner should possess not more than strictly defined percentage rate, for example 25% share from the media. This would be a prerequisite for the development of pluralism and freedom of speech.

**Measure 2 "Providing direct control and monitoring of the media market by independent media regulation authority".** It will help to be established politically independent authority with a stable and fair based institutional framework.

**Measure 3 "Preparation of legal decree for providing a full transparency of media ownership":** It includes creation of register which will be hosted by the above-mentioned authority. It will contain detailed information as follows: a) data about the actual owner of the publishing company/broadcaster; b) the sources of funding are issuance of the bank paper about the origins of the funds in media bargain; c) other associated with the owner media channels.

**Measure 4 "To be created a new media decree",** according to which each PR/advertising content must be marked by media service providers, no matter it is print media, electronic media or news website.

![Figure 2: Scheme of the added value of the created scientific model](Source: created by author)

The end effects after the application of the Regulatory Media Business Model will be expressed in reducing the possibility media owner improperly to influence public opinion or people's choice. The monitoring of media concentration would allow the authorities to have clarity about the media situation in each country from SEE, to assess the risks and to take appropriate preventive actions. It would also help to be detected a threat of increased concentration in order to be taken adequate measures.

**EMPIRICAL RESEARCH**

After we made the content analysis of media situation in Southeast Europe, the second step is to apply the results from executed empiric research. They will help us to prove the main thesis of the article. The study is done by an online survey conducted among 100 journalists from media, regular readers and businessmen from countries in Southeast Europe. The questionnaire has been spread through social media platforms and e-mails. The survey is
designed to measure people's perceptions about the degree of media dependence, media concentration and external control exerted over them. The ultimate aim of the survey is to give a wide publicity, to acquaint all stakeholders with the results of the survey analysis, and to provide a model for monitoring and control of media ownership concentration and financing.

The questions in the survey are basic research which measures the negative consequences of increased vertical concentration and political and economic control in the electronic and print media (Table 1).

### Questions and results of the survey

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you assess the information in the news that the media provide you about various problems?</td>
<td>Please indicate, in which of the following types of media you think there is a political and economic control over the content?</td>
<td>What do you think on journalists forces to censor them?</td>
<td>Do you think that the funding of public service broadcasting (financed by the state budget, which is set by the government) puts them in a potential dependence on the Government?</td>
<td>Do you think that the initiation of a percentage threshold (for example no more than 25%), to which can reach the concentration of media ownership on one/several media; will lead to pluralism and de-monopolisation of media?</td>
</tr>
<tr>
<td>a) useful (4%); b) authentic (6%); c) biased (90%)</td>
<td>a) public media (2%); b) private media (3%); c) regional media (1%); d) all types (94%)</td>
<td>a) political control and economic control (96%); b) requirements of advertiser or media owner (3%); c) fear of losing their job (1%)</td>
<td>a) yes (95%); b) no (3%); c) sometimes (2%)</td>
<td>a) yes (91%); b) no (6%); c) not sure (3%)</td>
</tr>
</tbody>
</table>

*Source: researched by author*

The results from question one indicate that the information in the media is "biased". They assess critically the quality of media messages and the conclusion is that there is a lack of official, reliable and transparent information on the media market. Hence the media are the most powerful tool for formation and manipulating of public opinion.

Taking into consideration the highest percentage of the responds on the second question, it could be said that there is a political and commercial pressure on public media. The presence of the media conglomerates enables them to exert a great influence on the private media. More and more, this kind of media face increasing concentration and the consequences are monopolization of information and undermining media pluralism.

The majority of the answers on the third question shows that the reason for journalists to censor themselves is complex. It combines external factors such as political and economic control, prohibitions to write against advertisers and fear of dismissal. All this has led to increased self-censorship and to crisis, which limits the professionalism of the media to a simple physical survival.

The results from question four report clear dependence of the public media by the government. That is why it is necessary to be created a strategy for alternative sources of financing such as product placement, participation in European projects or offering personalized interactive services.

On the fifth question the respondents find it is worthy to be established a threshold for a share of media ownership. The lack of legally regulated thresholds leads to excessive concentration of media ownership. The changes need to be done because there is a lack of
transparency about the sources and channels of funding and because of the lack of serious guarantees for transparency of ownership.

CONCLUSION

On the basis of the scientific research, the above mentioned media problems are supposed to be resolved by the newly created Regulatory Media Business Model. By the application of the model in SEE the political and economic influence in media will be minimized, as well as the media concentration. In this way the citizens in SEE will receive high quality information, will be achieved pluralism and a fair media business will be established.

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ASSESSMENT OF CONTENT MARKETING EFFECT ON CONSUMER BEHAVIOR

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Abstract: This paper analyzes the theoretical aspects of content marketing effect on consumer behavior assessment. The main goal of this paper is to determine how to measure content marketing effect on the consumer behavior. The first part of this paper deals with theoretical insights about content marketing and its effect on consumer behavior. Literature analysis reveals that quality content is able to encourage profitable user behavior. For the better results, perception of content marketing effect assessment is important and valuable. The second part of our research focuses on assessment of content marketing effect on consumer behavior. The analysis of content marketing assessment gives a presumption for theoretical model. Theoretical model of assessment of content marketing effect on consumer behavior includes separate stages and important aspects of assessment process. The paper ends with discussion, conclusions, practical insights and future development research directions.

Keywords: content marketing, assessment of marketing effect, consumer behavior

INTRODUCTION

In the developed and dynamic world, organizations have realized the importance of digital marketing (Khan and Siddiqui, 2013; Järvinen and Karjaluoto, 2015). Digital marketing is the use of technologies to help marketing activities in order to improve customer knowledge by matching their needs (Chaffey and Flanagan, 2014). With the availability of so many choices for customers, it is very hard for marketers to create effective marketing programs and increase traffic for their products and services (Haan and Moraga-Gonzalez, 2009; Szabo and Huberman, 2010; Khan and Siddiqui, 2013). More and more researchers (Gagnon, 2014; Holliman and Rowley, 2014; Hanafizadeh and Yarmohammadi, 2015) focus on the content and information quality as one of the main factors determining the attractiveness of digital products to the consumer that afterwards can affect consumer confidence, satisfaction and loyalty. This provides a strong incentive for the content marketing, new marketing trend and development. However, due to the novelty, the assessment of content marketing effect is no unequivocally defined. Because of this uncertainty, managers are unwilling or afraid to use content marketing (Ludwig et al, 2012). Therefore, the scientific problem of this article is formulated as follows: how to measure content marketing effect on consumer behavior?

Correspondingly, the object of the research is the assessment of content marketing effect on consumer behavior. The goal of this paper is to reveal the possibilities of content marketing effect assessment on consumer behavior.

Research methods: While achieving the goal of the paper, scholarly studies were analyzed. The general scientific research methods were applied by theoretical analysis, systematic analysis, evaluation, generalization, comparison, abstraction and synthesis methods.

MATERIALS AND METHODS

In a first stage of a research, literature review was conducted. In order to get deeper understanding about assessment of content marketing effect on consumer behavior scholarly studies were analyzed in several fields: content marketing concept (Pulizzi, 2012; Gagnon, 2014; Holliman and Rowley, 2014; etc.), content marketing effect on consumer behavior (Rahimnia & Hassanzadeh, 2013; Aguilera-Moyano et al, 2015; Hanafizadeh & Yarmohammadi, 2015; etc.) and measurement of marketing effect (Järvinen and Karjaluoto, 2015; Zara et al, 2012; Kent et al, 2011; etc.). Following this stage of research, received information was
evaluated, compared and summarized by using systematic analysis. The insights of particular analysis provide a basis for the creation of theoretical model. A theoretical model is formed by applying the synthesis method.

RESULTS AND FINDINGS

Content marketing is a new area, so there is no accurate description that it is and how to measure its effect. Review of different content marketing definitions (Pulizzi, 2012; Holliman & Rowley, 2014) allows noticing main idea of content marketing: Content marketing concept is based on the assumption that then enterprises provide valuable information to the consumers, enterprises can profitable customer response. However, in order to succeed, it is necessary to assess content marketing effect on consumer behavior and according to this pursue further planning of the overall activity (Gagnon, 2014; Hanafizadeh & Yarmohammadi, 2015). Therefore, authors of this article provide theoretical model of assessment of content marketing effect on consumer behavior (Figure 1).

The theoretical model includes content marketing effect on consumer behavior assessment process and aspects of separate process stages. First of all, content marketing effect assessment is not possible without implementation of content marketing. By no means, the content marketing development is a complex and dynamic process. While implementing content marketing decisions it is needed to set realistic and achievable goals that can be measured later on (Chaffey & Flanagan, 2014).

![Figure 1: Theoretical model of content marketing effect on consumer behavior assessment](source: created by authors)
Authors (Gagnon, 2014; Chasser & Wolfe, 2010) emphasize, that the implementation of content marketing is more than the creation of virtual promotional advertisement. R. Vasilescu & C. Negrut (2009) agree saying that the clients own a leading role in customer-oriented marketing philosophy and they are one click away from numerous choices. Therefore, organizations need to find or create content that effectively adds to the selling of products. Furthermore, this content should position the company in the most exclusive way in order to engage potential customers (Chaffey & Flanagan, 2014). Taking into consideration all the aforesaid, the content marketing implementation consists of setting objectives, content creation and selection of distribution channels.

The second part of the model includes content marketing effect on consumer behavior. Therefore, both in the implementation of content marketing and both in assessing the results, it is important to understand possible effect of content marketing. Literature review allowed distinguishing three main ways of content marketing effect on consumer behavior: impact on consumer perception (Holliman & Rowley, 2014; Lin et al, 2014; Hanafizadeh & Yarmohammadi, 2015), impact on consumer engagement (Rahimnia & Hassanzadeh, 2013; Aguilera-Moyano et al, 2015), impact on consumer actions (Hoa & Dempsey, 2010; Berger & Milkman, 2012). Understanding of content marketing possibilities to affect consumer leads to a proper selection of assessment method.

Method of assessment should be chosen according to the content marketing objectives and separate aspects of effect. There are several ways to measure content marketing effect on consumer behavior: use of quantitative research (Hoa & Dempsey, 2010; Lin et al, 2014), use of qualitative research (Archer-Brown et al, 2013; Järvinen & Taiminen, 2016), use of analytic programs (Pakkala et al, 2012; Järvinen & Karjaluoto, 2015), use of secondary data analysis (Zara et al, 2012; Kent et al, 2011). Although it is not directly mentioned and scientists tend not to use it, but authors of this paper believe that the company may also use financial analysis for assessment of the content marketing effect as well. Review of research (Hoa & Dempsey, 2010; Lin et al, 2014; Archer-Brown et al, 2013; etc.) shows that all of these methods can be selected according to practical considerations or can be used in various combinations.

After the understanding of content marketing effect on consumer behavior and selection of evaluation method, follows the assessment phase. In this stage, marketers gain information about their created content effect on consumer behavior and as K. Rahim & B. Clemens (2012) mentioned, enterprises are able to judge whether their investments are paying off. As a result of objective assessment, gained insights naturally lead to decision-making stage that brings to further actions which are related to the implementation of content marketing. Unfortunately, the researchers (Ludwig et al, 2012; Gagnon, 2014) emphasize that companies are looking at content marketing as a separate advertising campaign defined in duration and do not realize that content marketing is an ongoing process.

**DISCUSSION AND CONCLUSIONS**

Importance of information in the digital world has influenced the emergence of content marketing. Content Marketing is understood as the use of relevant and valuable information with the intention to attract a consumer and encourage their profitable action.

The developed of theoretical model in order to assess the content marketing effect on consumer behavior includes five separate stages, which are necessary for successful content marketing effect assessment process. Specific aspects of content marketing effect and its assessment were taken into account, as well.

For a deeper understanding of content marketing effect assessment, further research can be conducted in these research areas: assessment of overall content marketing effect; application of combined assessment methods, assessment of content marketing effect in time.

**REFERENCES**

THE EFFECTIVENESS OF INVESTMENT IN HUMAN CAPITAL

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Abstract: This article is dedicated to the analysis the issues of investments in human capital and results obtained after these investments. In this context, the importance of enhancing the effectiveness of human capital in modern economy has been considered here. Various sources and forms of investments, influencing the human capital formation have been indicated in our article. The human capital effectiveness is associated not only with an investment, but also by many other factors, such as state policy, geography and history of the country's development. The factor of human capital is important because it does not condemn any country to the lagging behind due to the presence or absence of certain natural resources or geographic vulnerability. Human capital can be developed under all circumstances, effectively used as well as it can be used in order to provide country's access to leading positions, both in the economy and in all other spheres of life.

Keywords: national wealth, scientific and technical progress, human capital index, human capital efficiency

INTRODUCTION

Human capital in the modern economy is an important part and the increment factor of the country's national wealth. For many centuries, a freak of nature, land, labor and capital had the leading role in the formation of the national wealth of countries in the world economic space; this is reflected in various theoretical concepts and models of the economy. The most available resource in a certain period of social development has defined, essentially, the choice of the priority factor of economic growth. But they have been limited because all of these factors have increased extensive development of national wealth. In this regard, the contribution of the human factor in the creation, for example, GDP and other components of the national accounts system, which reflect the national wealth, are virtually undetectable. Only work was countable, its cost performance, alienated from the concepts of life quality, its intellectual potential and creative possibilities associated with life conditions. But they constitute the main resource of modern intensive type of economic development based on scientific developments, innovation and advanced technologies. From this point of view, national wealth is necessary to consider not only as material goods given by the nature and accumulated by generations, but also the ability to produce goods that meet current needs and perspectives of society on the long term, which are competitive on world markets. To solve this critical problem is possible only thanks to human capital, which acts as a priority element of the national wealth. It should be noted that human capital as a national wealth is a heritage of each country, which is impossible to destroy or capture. It is the most sustainable and inexhaustible source of development, which constantly should be improved and effectively used.

Human capital could be improved primarily due to investments. Investments in human capital are the most reliable, aimed at long-term development, but at the same time productive for a longtime. It can be said that the country, which invests primarily in human capital, will be sufficiently developed in the final.

MATERIALS AND METHODS

Human capital has many definitions. Gary Becker spoke on the human capital, as on the person's ability to generate income. The word "capital" speaks on income as well as capital is anything else that generates income to his owner. Thus, we can say that the human capital,
Investment in education is the most obvious and direct view of such investments. They are the main factor forming the human personality in addition to education, health, and spiritual development. However, this factor can be researched from another side. Education does not always make the person as educated. All of these depend on the quality of education and the interest of the person receiving education. Very often persons without education are more worthy members of society, bringing great benefits to the country. Selective approach is required in higher education, as well as a precise specialization, because these investments should bring benefits to all parties involved in educational process.

Investments in the form of income, which did not get investor in a time of education, are indirect. They imply that the student could work, earn income, accumulate it and to collect certain capital during the education. However he/she chooses to get an education and to accumulate human capital, which is more valuable than material and will bring great benefits to its owner in the future. The same income that he/she did not get during spending time on education is an investment in human capital too. It is a kind of invisible investments that are own choice of the person. An important problem in investing is a degree of their efficiency. To analyze the investment in human capital, it is necessary first of all to define what the efficiency is. In general, the efficiency is the ratio between inputs and outputs. The higher results in comparison with costs, the more efficiency of their investments are. However, it is worth to invest rationally, ensuring their effectiveness as long as possible. Specificity of the efficiency of investments in human capital is the possibility to get results during unlimited time. Once spent investment in human capital will benefit till the end of human life. At the same time, the acquisition of these investments is passed on from generation to generation, making them more effective and infinite in a number of areas of activity (science, education, innovation, etc.).

The effectiveness of investment in human capital is not always possible to calculate, since returns on investments can have both material and non-material. E.g. the results in the non-manufacturing sector are invisible, but they are often more important than in the sphere of material production. Usually, employees of non-manufacturing sector and service sector cover by acting a wide range of the population. They are doctors, teachers, bankers, insurers etc.

One of the main factors that turn human capital into the driving force of the modern economy is a scientific and technological progress. It makes necessary to hire highly qualified staff in the production, which are formed by means of such investments from both from the governmental and private companies. At the same time, in the post-industrial society, where services become the main activity and interpersonal contacts between sellers and buyers increase consequently, the role of human capital in terms of its cultural and behavioral features increases.

The level of human capital can be calculated by using such indicator as human capital index. This index measures the ability of countries to develop and use human capital. As a rule, the first place in the world on this index highly industrialized countries occupy; it is due to the level of development of scientific and technical progress and service spheres [3]. This index is significant for other countries as well, especially for their educational sphere.

For the country's development the availability of resources and material capital must be accompanied by the presence of a mental or intellectual capital for their sustainable use. In the beginning of the XIX century, Friedrich List noted that the formation of national capital takes place not only through savings, as it happens at the renter, but by the general interaction of productive forces between the intellectual and material national capital. The increase in material capital of the nation depends on the increase of its intellectual capital, and vice versa [1, p. 274]. This idea is still valid today, when evaluation of the revenue performance on the cost of human capital determines the success of socio-economic development of not only individual countries, but whole world economic system.
RESULTS

It can be concluded that under current conditions the effectiveness of almost all spheres of activity directly related to the human capital. The human capital effectiveness depends on the investment, its rational use and its continuous process.

One of the most important factors of human capital effective use is the human motivation to get knowledge, improving skills and using them for other purposes. Both material and non-material motivation should be maintained by certain institutions, since the human capital is specific because of needs to be stimulated and constantly evaluated.

The human capital effectiveness is also associated with a distribution mechanism that is not uniform in terms of quality and quantity in different countries around the world. As it is well known, reproduction of the population with a high birth rate prevails in developing countries; but such countries have the lack of human capital quality due to low literacy, poor healthcare, and so on. On the contrary, in developed countries the birth rate is low, but the human capital quality is incomparable with developing countries and outrunning in several times. It is the asymmetry of the human capital distribution of on a global scale, which requires improving.

CONCLUSIONS

The human capital effectiveness is associated not only with an investment, but also by many other factors, such as state policy, geography and history of the country's development. The factor of human capital is important because it does not condemn any country to the lagging behind due to the presence or absence of certain natural resources or geographic vulnerability. Human capital can be developed under all circumstances, effectively used as well as it can be used in order to provide country's access to leading positions, both in the economy and in all other spheres of life.

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GLOBAL FOOD MARKET AND INTERNATIONAL TRADE
AS MARKET INSTRUMENT OF FOOD RESOURCES REDISTRIBUTION

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Abstract: The important role of international trade in solving global food problem has been substantiated in the article. A number of challenges in the development of international food trade have been identified, the trends of its dynamics have been defined, the ways of its development related to the need for improving the conditions of trade and its structure, ensuring more favourable conditions of access to the world food market by improving the mechanism of regulation of import tariffs and quotas, export subsidies, internal support measures for producers of food products.

Keywords: global agri-food system, global market, international trade, export of agricultural products, import of agricultural products

INTRODUCTION

The most important component of the global agri-food system is global food trade infrastructure and institutes. Their functioning and interaction with other sectoral components of the world economy determine current role of the agricultural food system in the global economic progress, its effectiveness in addressing the problem of insufficient food supply in many countries of the world. Under current circumstances it's becoming more and more difficult for the present-day food systems to provide all people with sufficient in quantity, safe, diverse and nutrient-rich food products that ensure a healthy diet, particularly in view of the limitations imposed by the scarcity of resources and environmental degradation, as well as unsustainable models of production and consumption, food losses and food wastes, and unbalanced distribution; scarcity of food and low level of effective demand that are causing imbalance in the domestic food market by supply and demand; dependence of the domestic market on import of food, non-competitiveness of the national agro-industry; low competitiveness of products by quality and / or price when having sufficient quantity of own-produced food products; underdevelopment of foreign economic relations, closed domestic food market; low efficiency of economic entities in agro-industry; turning export of food products into the end in itself of the agro-industry development; increase in the foreign debt repayment obligations while having unstable national currency rate. Therefore, the role of the world market and international food trade in solving global food problem cannot be overemphasized.

The problems of food supply for the population, uneven production, food consumption and trade in different countries of the world have been reflected in the works of foreign and domestic scientists, such as: A. Sen, O. Berezin, L. Berezina, O. Bilorus, F. Braudel, V. Vlasov, O. Dobrosotskyi, R. Maltus, P. Sabluk, and others [1-15]. Existing mechanisms of formation and distribution of world food resources, international food trade and food aid provision do not create an effective system for provision of the countries across the world with the sufficient amount of food products. Therefore, it is important to substantiate the ways of solving food problem by improving mechanism for regulation of international food trade.

Theoretical and methodological and practical problems of global food market functioning constitute the subject matter of the present study.

The objectives of the study are to establish peculiarities of the global food market functioning and development of international trade as market instrument of food resources redistribution.

MATERIALS AND METHODS

Theoretical achievements of the world economic science, conceptual provisions of the
world economy theory and international economic relations with regard to addressing global issues constitute methodological framework of the study. In order to achieve stated goal, the author used modern scientific research methods in this study: historical and logical approach; system-functional and factor analysis; system-structural analysis; statistical, comparative analysis, grouping. Information framework of the study includes laws of Ukraine, regulations of international organizations, theoretical and methodological developments of domestic and foreign scientists, materials of the State Statistics Service of Ukraine, FAO, EU, official materials of other international organizations regarding assessment of the condition and prospects of solving global food problem.

RESULTS

The world market is an area of goods exchange between individual countries, as well as between international and transnational companies. By involving all countries of the planet in the international trade area, the world market becomes global. Being the most important structural element of the world economy, it performs a number of important functions, such as formation of supply and demand for various products, formation of market prices for such products, ensuring market transactions by concluding contracts, making real goods exchange transactions. International food trade accounts for the largest share in the world market functioning. Trade is one of the key elements in ensuring food security and nutrition, and trade policy should contribute to ensuring food security and nutrition as part of the fair international trading system based on the market principles. The volume of the world food trade is constantly growing (Figure 1).

![Figure 1: Dynamics of the world food export volumes, millions USD](source)

From 1990 to 2013 the total volume of food products export grew from USD 315,559 million to USD 1,456,682 million, which is 4.6 times growth. Its share in the general export of goods also grew, if in 2005 this share amounted to 6.7%, in 2013 it reached 8%.

Today, international trade has become a powerful tool of food resources redistribution between the countries. In 2013, agricultural products for the amount of USD 1,745 trillion were redistributed between the countries of the world by means of export; its structure by regions is presented in Table 1.

The share of food products in the total volume of agricultural products export is 83%; other products are intended for technical purposes (bio-fuel) and may be used as food for animals. The data presented in the table shows that the largest exporter of agricultural and food products is Europe, which provides 40% of the world export of products. Asia is ranked second, but its share is almost half that of Europe. CIS countries and Africa have a small share in the export of food resources (3.5-4%). Notwithstanding high potential of the agricultural sector of North America, its share in the export is only 15.3%.

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Table 1

Distribution of the general volume of export of agricultural products and food products by regions of the world in 2013

<table>
<thead>
<tr>
<th>Regions of the world</th>
<th>Agricultural products</th>
<th>Food products</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>billion USD</td>
<td>%</td>
</tr>
<tr>
<td>World</td>
<td>1745</td>
<td>100</td>
</tr>
<tr>
<td>Europe</td>
<td>708</td>
<td>40.6</td>
</tr>
<tr>
<td>Asia</td>
<td>390</td>
<td>22.3</td>
</tr>
<tr>
<td>North America</td>
<td>266</td>
<td>15.3</td>
</tr>
<tr>
<td>South and Central America</td>
<td>217</td>
<td>12.4</td>
</tr>
<tr>
<td>CIS countries</td>
<td>69</td>
<td>4.0</td>
</tr>
<tr>
<td>Africa</td>
<td>62</td>
<td>3.5</td>
</tr>
<tr>
<td>Middle East</td>
<td>33</td>
<td>1.9</td>
</tr>
</tbody>
</table>

* data are not available

Source: created by author according to [9]

It should be noted that during the last decade there have been some structural changes in the volume of export by groups of exporting countries. The share of European countries decreased from 46.8% in 2005 to 40.6% in 2013, and there has been increase in the share of the exporting countries of Asia (from 18.3% to 22.3%) and South and Central America (from 10.6% to 12.4%).

Among 15 main exporters and importers of agricultural products the most significant are European Union, USA, and China. Only 9 countries have large volume of both export and import (Figure 2).

As can be seen from Figure 2, special place in the structure of international trade in agricultural products belongs to the European Union. Its volumes of export and import are almost identical, while the share of export of EU countries to other EU countries in 2013 was 76%. This indicates a high level of industrial cooperation and specialization of these countries, active development of intraregional external food trade facilitated by the common market and absence of tariff barriers. It also points to the effectiveness of EU policy regarding development of agro-industry.

It should be noted that the share of food export in the total volume of export of agricultural products wasn’t equal for different groups of countries: in Europe it was 86%, in Asia 78%, in North America 80%, in South and Central America 91%, in Africa 82%. Thus, a significant part of agricultural products is directed to technical needs and it is growing.

The development of the world food market and international trade has caused dynamic growth of volumes of food products export and import. In general, for the period of 1990-2013 the volume of global food export has increased 4.6 times. The share of food export in the total export of goods of the countries varies. In the EU and USA it is 9%, in Canada 10%. At the same time, in a number of countries which themselves suffer from the lack of food the share of food export is quite significant: in Ethiopia it is 77%, in Nicaragua, in Malawi 76%, Uruguay 66%. Such situation arises in case of undeveloped economy and mono-cultural agricultural development.

The most dynamically growing food export for the period studied was recorded in the following countries: United Arab Emirates 101.2 times, Canada 23.9, Egypt 18.2, India 13.5, Ukraine 12.7, Paraguay 12 2, Indonesia 11.2, Ethiopia 11.2, Ghana 10.7, Peru 9.6, Uruguay 8.9.

Export of food is a considerable contribution to addressing the global food problem, as it gives countries with a deficit of certain food products the opportunity to buy them on international markets. Export also helps to solve food problem at the national level, as it provides the country with currency earnings, which can be spent on agricultural development, social sphere and import of scarce food products. This can be achieved when there is fair price
parity both for different types of food products and other commodities, especially energy sources and means of production.

![Figure 2: Volumes of export and import of agricultural products of 15 leading exporters and importers in 2013, billion USD](source)

Source: created by author according to [9]

Import of food products is primarily related to solving food supply issues of individual countries. Its volumes depend not only on the need for various food products, but also on the level of world prices, economic capabilities of the country and its population, different tariff and non-tariff barriers for movement of commodity flows.

In 2013, the following countries had the largest share of food (more than 20%) in the total volume of import: Yemen (30%), Iran (27%), Senegal (24%), Syria, Bangladesh (21%), and Egypt (20%), i.e. countries with a relatively low level of food security. Therefore, import of food for such countries is very important.

The countries have been divided by this indicator using method of quadrants (quadratic matrix) when countries were divided into 4 groups:
I. Low dynamics of export (import) less than 5 times; low reduction of the percentage of undernourished people (up to -25%) or increase in this indicator;

II. High dynamics of export (import) more than 5 times; low reduction of the percentage of undernourished people (up to -25%) or increase in this indicator;

III. High dynamics of export (import) more than 5 times; significant decrease of the percentage of undernourished people (more than -25%);

IV. Law dynamics of export (import) less than 5 times; significant decrease of the percentage of undernourished people (more than -25%).

<table>
<thead>
<tr>
<th>Countries</th>
<th>Dynamics of export, times</th>
<th>Dynamics of import, times</th>
<th>Dynamics of the percentage of undernourished people, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colombia</td>
<td>2.3</td>
<td>14.8</td>
<td>-47.3</td>
</tr>
<tr>
<td>Côte d'Ivoire</td>
<td>2.9</td>
<td>4.3</td>
<td>37.7</td>
</tr>
<tr>
<td>Ecuador</td>
<td>6.4</td>
<td>12.7</td>
<td>-42.2</td>
</tr>
<tr>
<td>Guatemala</td>
<td>5.7</td>
<td>13.7</td>
<td>-3.8</td>
</tr>
<tr>
<td>India</td>
<td>13.5</td>
<td>21.6</td>
<td>-36</td>
</tr>
<tr>
<td>Indonesia</td>
<td>11.2</td>
<td>14.9</td>
<td>-56.2</td>
</tr>
<tr>
<td>Kenya</td>
<td>5.04</td>
<td>9.1</td>
<td>-26.5</td>
</tr>
<tr>
<td>Pakistan</td>
<td>9.7</td>
<td>3.5</td>
<td>-13.5</td>
</tr>
<tr>
<td>Philippines</td>
<td>3.8</td>
<td>4.9</td>
<td>-56.3</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>4</td>
<td>4.3</td>
<td>-19.8</td>
</tr>
<tr>
<td>Vietnam</td>
<td>6.4</td>
<td>13.6</td>
<td>-71.7</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>11.9</td>
<td></td>
<td>-50</td>
</tr>
<tr>
<td>Nigeria</td>
<td></td>
<td>4.9</td>
<td>-69.7</td>
</tr>
<tr>
<td>Senegal</td>
<td></td>
<td>4.5</td>
<td>-32</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>6.4</td>
<td></td>
<td>-53.3</td>
</tr>
<tr>
<td>Honduras</td>
<td>3.6</td>
<td></td>
<td>-47.3</td>
</tr>
<tr>
<td>Malawi</td>
<td>2.4</td>
<td></td>
<td>-51.3</td>
</tr>
<tr>
<td>Uganda</td>
<td>5.5</td>
<td></td>
<td>11.1</td>
</tr>
</tbody>
</table>

Source: created by author according to [10, 11]

The highest correlation between positive dynamics of export (import) and reduction in the percentage of people suffering from hunger will demonstrate the countries of the III group; in the second group, the positive potential of foreign trade haven't affected poor undernourished people, so other social groups received it; in the IV group, the reduction in the number of people suffering from hunger has been caused by other factors (agricultural development, food aid, etc.).

Corresponding matrices for export and import are given in Figure 3.

The results of the analysis show that import has greater impact on solving food problem than export. High dynamics of food import contributed to the reduction of the number of people suffering from hunger in 7 countries, namely in Bangladesh, Colombia, Ecuador, India, Indonesia, Kenya, Vietnam, similar impact export had in 5 countries: Ecuador, Ethiopia, India, Indonesia, and Kenya. The countries in which export potential has not affected the reduction of the number of people suffering from hunger include Guatemala, Pakistan, and Uganda. Among countries in which the reduction of the number of people suffering from hunger was due to other factors were Colombia, Honduras, Malawi, Philippines, Senegal, and Nigeria.
### DISCUSSION AND CONCLUSIONS

The analysis performed showed that trade in food resources is an important factor in solving food problem. However, its positive impact does not appear in every country. This point needs to improve conditions of trade and its structure. In order to rationalize the structure of the global food trade three groups of instruments are used: 1) access to market (import tariffs and quotas that protect domestic producers from foreign competitors); 2) export subsidies (government payments that cover some of the exporters' costs for promotion of goods on the market and special transport charges); 3) internal support measures (direct aid to farmers related to the type of their products, prices and production volumes) [12].

Analysis of the reforms in the area of food trade shows their political sensitivity and complexity of their implementation. This includes application of such tools as taxation and subsidies. Low-income countries tend to impose relatively high taxes on farmers who produce export products considering them the most important source of budget replenishment, while developed countries tend to provide large subsidies to farmers. These differences often create political misunderstanding unfavourable for poor people both in domestic and international markets [13].

Economic and social costs of today's trade, price and subsidy political measures in the global agri-food system are quite high, which are able to reduce prices on the world
Commodity markets by about 5% on average [14], restrain growth in the agricultural sector in developing countries.

They take up a significant part of the state budget and prevent investments that help to achieve faster growth. Although over the last two decades such social and economic costs slightly decreased, they still play an important role, especially in developing countries, deepening income inequality.

Correction of this kind of errors of the chosen political course and wrong investment policy would help to boost economic growth and reduce poverty.

Much attention recently is paid to the reduction of negative impact of the policy implemented by the developed countries with regard to the developing countries, including through attempts to open markets of the first to second and cut subsidies in the developed countries, this way stimulating their own production and lowering world prices.

Since trade between developing countries themselves constitutes an increasing share of their total goods turnover, mutual facilitation of access to markets of each other could have positive results.

Regional agreements may address issues of regional collective actions which are not on the agenda of multilateral discussions on trade. They can reduce political tension and use advantages of economies of scale in the area of infrastructure.

Enhancing regional integration and mutual opening of markets can be important in the areas where there are many small countries (for example, Sub-Saharan Africa). More than a third of global trade is carried out between the countries that take part in mutually beneficial regional agreements in one form or another.

Such agreements are usually easier to make than agreements with multilateral obligations; they have fewer participants and usually extend beyond mere tariffs reduction, also envisaging the reduction of barriers at border crossing, measures for regulation and development of common standards.

However, not all agreements result in the expansion of trade and investments, some, on the contrary, lead away from these processes. For example, countries that have high protectionist barriers on the border can actually reduce general trading activity of their partners, even if within given regional group trade volume increases.

African countries have entered into four regional agreements, Latin American into seven, which creates certain difficulties for trade [15].

In its recent review on these issues the World Bank concluded that agreements envisaging low external tariffs in the regime of the most favourable treatment for certain countries, and include some liberalization regarding certain types of goods and products from certain sectors, unburdensome tests for origin of goods, measures for facilitation of trade, regulatory rules in investment and intellectual property areas that meet development interests, and schedules for timely performance, will help to boost national incomes.

Practical implementation of the agreements turned out to be difficult for many countries, namely the movement of goods and workforce across the borders is governed by volumes of official documents which are poorly implemented in practice.

There is a need for further efforts to harmonize policy, reduce non-tariff barriers, reduce formalities and corruption at the border, solve the problem of currency transfers and capitalize the results of economies of scale in the area of infrastructure.

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KORRELATIVE UNTERSUCHUNG DER FAKTOREN, WELCHE DIE UNTERNEHMENSFÜHRUNG BESTIMMEN

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Schlüsselworte: Unternehmensführung, Führung, SMART Führung, 3D-Modell der Führung, 6D-Modell der Führung, Faktoren, Vierte Industrierevolution

EINLEITUNG


In den nächsten Jahren werden in der globalen Wirtschaft Unternehmen erfolgreich sein, die innovative Führung und Produkte haben, immer mehr auf der Grundlage einer zielstrebig Umsetzung von Wissen, Forschung, High Tech und einer intensiven Verbesserung
der Fähigkeiten und Fertigkeiten des Personals sowie der Führung. Die Erzielung von besten und von synergetischen Ergebnissen durch die Unternehmen wird undenkbar sein ohne eine neue Art von Unternehmensführung, die eine gesunde innere Umgebung schafft, um menschliche Ressourcen mit Hinblick auf Unternehmensmission und -vision sowie auf die Erzielung von strategischen Ergebnissen zu identifizieren. Die neue Art von Führung erfordert die akkumulative Vereinigung von den menschlichen Fähigkeiten zur Umsetzung des spezialisierten Wissens und zur optimalen Nutzung der nicht ausreichenden Produktions-, Finanz-, materiellen und immateriellen Ressourcen und der menschlichen Fähigkeiten in einer effektiven und wettbewerbsstarken Unternehmensstrategie, die einen höheren Mehrwert für die Unternehmen, deren Angestellten, Partner und die Gesellschaft einbringt. Das erfordert die Untersuchung der grundsätzlichen korrelativen Zusammenhänge zwischen den Faktoren, die entscheidend für die Führung moderner Unternehmen sind.

**FORSCHUNGÜBERBLICK**


Unternehmen, die im Rahmen einer Gruppe verteilt werden kann, da die Beeinflussung bei Entscheidungen durch administrative Methoden der Autorität oder auf der Grundlage sozialer Herangehens erzielt werden kann durch die Gruppendynamik der interpersonalen Verhältnisse.


KORRELATIVE ZUSAMMENHÄNGE ZWISCHEN DEN FAKTOREN, DIE FÜR DIE FÜHRUNG MODERNER UNTERNEHMEN ENTSCHEIDENDER SIND


Die Verschmelzung der realen und der digitalen Ebene beginnt am ehesten in den "smart Faktories" zu funktionieren, wo sich die Maschinen bis zu einem hohen Grad sich selbst organisieren werden, die Lieferketten werden automatisch ausgearbeitet werden, und die Bestellungen werden direkt in den Produktionsprozess gespeist. In der Situation einer wachsenden Verschmelzung von Technologien, die die Gesellschaft und die Wirtschaft mit bisher unbekannter Schnelligkeit verändern, besteht die Bedeutung der optimalen Unternehmensführung in der Erzielung von Stabilität, Flexibilität, ethischen Ansprüchen und Identität durch die Unternehmen, und zwar langfristig durch synergetische Vereinigung der wichtigsten Aktiva und Ressourcen der Unternehmen im Rahmen einer integrierten Strategie, die auf Nachhaltigkeit, Innovation, High Tech, Wettbewerbsfähigkeit und wissenschaftlichem Potenzial baut, und nicht auf die Minimierung kurzfristiger Ausgaben. Vor dem Hintergrund dieser kommenden Realität müssen Unternehmensführer nicht nur Wissen, Berufserfahrung und berufliche Kompetenzen besitzen, sondern auch Werte, Moral und die Qualitäten eines Unternehmensführers, um nachhaltig Faktoren zu beeinflussen, wie die Abgestimmtheit aufeinander und das Zusammenwirken zwischen Menschen und Gruppen sowie die Unternehmensmission, Vision, die Ziele und Werte. Die moderne Führung äußert sich am deutlichsten durch die Identität der Unternehmen im Bewusstsein der Verbraucher, Angestellten, Investoren, Partner und der Gesellschaft, welche Identität als Ergebnis einer Führungsstrategie heraustranskaliert, das das Augenmerk auf ein Führungsverhalten richtet, das die strategische Orientierung des Unternehmens fördert.


Vor dem Angesicht neuer wirtschaftlicher Realitäten, die sich aus der Entwicklung zu einer Vierten Industrierevolution und entsprechenden Tendenzen ergeben, muss Unternehmensführung wertbezogen sein und für deren Umsetzung muss der Unternehmensführer in seinem Führungsverhalten nicht nur die Strategieorientierung des Unternehmens miteinbeziehen, sondern auch Träger hoher Moralstandards sein. Daher müssen im Modell der neuen Unternehmensführung nicht nur Verhaltensfaktoren, sondern auch gewisse Wertefaktoren integriert werden. Aus diesem Grund erscheint die Unternehmenskultur als einer der grundsätzlichen Faktoren, die korrelativ die moderne Führung mitbestimmt.

Zankovskiy (Zankovskiy, A., 2011, 2015) geht davon aus, das Führung dreidimensional ist, und entwickelt das Gitter von Blacke und Mouton weiter, indem er ein 3D-Modell der Führung aufbaut, wo die grundsätzlichen Messwerte die Orientierung des Unternehmensführers auf die Angestellten, dessen Ergebnisorientierung und dessen Kultur-
und Werteorientierung sind. So wird Führung als ein Drei-Faktoren-Modell dargestellt, das eine hohe diagnostische Gültigkeit hat, den in den letzten Jahrzehnten sich verändernden Unternehmenskontext miteinbezieht und mit einem hohen Gültigkeitsgrad eine Typologie des Führungsverhaltens anbietet. In Übereinstimmung mit diesem Modell ist bei modernen Unternehmen diejenige Führung am besten, bei der nicht nur eine verstärkte Orientierung auf die Aufgaben und die Angestellten vorhanden ist, sondern die auch einem Wertesystem untergeordnet wird, das mit der idealen Unternehmenskultur übereinstimmt oder sich dieser am meisten nähert.

Für die Entwicklung der Werteorientierung und der Unternehmenskultur ist als Bestimmungsfaktor in den letzten Jahren die informationstechnologische Globalisierung zu nennen, die die Unternehmen vor einen starken Wettbewerb und eine hohe Unbestimmtheit der äußeren Umgebung stellt. Das bedeutet, auf die Unternehmenskultur Faktoren Einfluss zu üben, d.h. auf äußere: Kunden, Behörden, Berufsgemeinschaften, Lieferanten, Partner, Investoren, Gesellschaft, strategische Herausforderungen; und innere: Ziele, Unternehmensstruktur, Aufgaben, Technologien, Angestellte. Gleichzeitig sind innere und äußere Faktoren miteinander verbunden und aufeinander bezogen, indem sie eine Systemeinheit bilden. Wir kommen zu der Schlussfolgerung, dass zu den grundlegenden Faktoren, die mit der Unternehmensführung verbunden sind, die strategischen Variablen und Parameter ihrer inneren und äußeren Umgebung gehören, und dass als Ergebnis deren Zusammenwirkens innerhalb des Unternehmens und nach außen hin die Unternehmensidentität durch die Führung entscheidend bestimmt wird. Diese Identität äußert sich in der synergetischen Integration der Erwartungen und der Unterstützung seitens der Verbraucher, Angestellten, Inverstoren, Partner und der Gesellschaft für die Unternehmen. Die starke Identifizierung dieser Gruppen mit den strategischen Orientierung der Wirtschaftssubjekte (Mission, Vision, Ziele, Werte), sowie die starke Identifizierung der Unternehmensführer mit den Unternehmen selbst, verwandelt Führung in ein eigenartiges Markenzeichen des Unternehmens, wodurch Wirtschaftssubjekte identifizierbar sind, bessere Wettbewerbsfähigkeit erlangen und das Potenzial erreichen um führend in Marktnischen, einzelnen Märkten oder Regionen zu werden. Alles das bedeutet, dass die Identifizierung mit der strategischen Orientierung der Unternehmen einen bestimmt Mehrwert für die sich Identifizierenden einbringt, wodurch diese eine neue Nützlichkeit auf verschiedenen Gebieten ihrer sozialen und wirtschaftlichen Realität erlangen.


Die SMART Unternehmensführung erfordert einzigartige und hervorragende Fähigkeiten, eine einzig- und neuartige Flexibilität und Anpassungsfähigkeit, wodurch Unternehmensführer implizit ihre Fähigkeiten und Visionen in den Strategien, Zielen, Werten und dem Verhalten der Unternehmen integrieren müssen, die in der äußeren Umgebung
erscheinen. Mit Hinblick auf die Vierte Industrierevolution muss die SMART Unternehmensführung nicht nur auf effektiver Organisation basieren, sondern auch auf dem Vorhandensein fundamentaler Faktoren, die für die Befriedigung der Erwartungen und Bedürfnisse der Kunden, Angestellten, Investoren, Partner und der Gesellschaft notwendig sind, und daher dem Bewusstsein der Stärke, die durch die zusätzlich kommende Nützlichkeit entsteht. Als Ergebnis etabliert sich die Identifizierung dieser wichtigsten Gruppen mit den Unternehmen.


**FAZIT**


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VAT AND EXCISE TAX IN THE SYSTEM OF EXTERNAL TRADE OF UKRAINE

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Abstract: The article analyzes the structure and dynamics of excise tax and value added tax for the last five years and their influence on formation of consolidated budget of Ukraine. The article observes main trends of tax systems in the EU with the aim to find the guideline for reforming Ukrainian tax system. Key priorities of reforming tax policy in the process of adapting national tax system to European standards are defined. Analysis of international experience shows that there is a practice of reduced rates of VAT on food in most EU countries. Reduced VAT rates are relevant in order to stimulate an increase in the share of domestic food turnover in the structure of expediency. To improve the fiscal and regulatory role of the excise tax we propose to expand the list of excisable goods. The increase in revenues due to excise tax expansion of the list of excisable goods can be regarded as compensation for revenue lost from the application of reduced rates of VAT.

Keywords: value added tax, excise tax, turnover

INTRODUCTION

At the present stage of Ukraine's development considering European orientation of our country, detailed analysis and implementation of reforms at various areas of management are rather relevant. The tax system and tax policy are considered as priority areas for reform, especially in view of the criteria put forward on European Union membership.

The EU experience at the area of tax regulation is crucial for achieving improvements in social and economic development and for accelerating the process of accession to the European integration formation.

MATERIALS AND METHODS

Foreign and national scientists, such as V. Andrushchenko, A. Krysovatyy, N. Musys, O. Sotnichenko, V. Valihura et al have studied issue of turnover regulation at the system of indirect taxation. The aim of our study is to substantiate the need to reform value added tax and excise tax in terms of integration into the EU and to define main directions of tax policy in the process of adapting the national tax system to European standards.

RESULTS

Indirect taxes (universal and specific excise duties) have important impact on both foreign and domestic trade turnover. Implementation of regulatory capacity of these taxes enables correction of the structure and dynamics of turnover. Each of indirect taxes has a dominant sphere of influence. Thus, having created on the principle of the destination country, VAT stimulates exports, while taxpayers bear the cost of taxes on imports at the consumption place. VAT has regulatory capacity in terms of regulating movement of foreign trade goods. Implementation of regulatory capacity of VAT is realized through differentiated VAT rates, usage of exemptions or special regimes.

Application of specific excise allows regulating a structure of internal turnover, such as reducing the consumption of certain products. Taxation of imported goods with specific excise affects the external commodity circulation and has significant fiscal impact. In this case, we can assume that increase in imports offset by increased tax revenues.

VAT is one of the major indirect taxes, which affects all areas of economic life. The WTO requires existence of VAT at the structure of tax system of the country, while exports are taxed at a zero rate. Availability of refund paid by suppliers VAT is an important requirement of the
WTO. Specific feature of VAT administration on transactions within the customs territory of Ukraine and transactions related to export of goods determine its impact on domestic and foreign trade. According to Table 1, the amount of VAT revenues in the budget has positive dynamics (except in 2013). The share of consolidated budget revenues also increased, we can observe reducing only in 2013 and 2015. The amount of refunded VAT also increases (except in 2014).

### Table 1

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount of uncompensated VAT, bln. UAH</th>
<th>Total VAT revenues (net) bln. UAH</th>
<th>VAT on goods and services, produced in Ukraine, bln. UAH</th>
<th>VAT on goods, imported to Ukraine, bln. UAH</th>
<th>Share of consolidated budget revenues, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>40.6</td>
<td>86.3</td>
<td>53.6</td>
<td>73.4</td>
<td>27.4</td>
</tr>
<tr>
<td>2011</td>
<td>42.7</td>
<td>130.1</td>
<td>76.2</td>
<td>96.0</td>
<td>32.6</td>
</tr>
<tr>
<td>2012</td>
<td>46.0</td>
<td>138.8</td>
<td>82.7</td>
<td>101.6</td>
<td>31.1</td>
</tr>
<tr>
<td>2013</td>
<td>53.5</td>
<td>128.2</td>
<td>84.5</td>
<td>96.5</td>
<td>29.0</td>
</tr>
<tr>
<td>2014</td>
<td>50.2</td>
<td>139.0</td>
<td>82.0</td>
<td>107.3</td>
<td>30.5</td>
</tr>
<tr>
<td>2015</td>
<td>68.4</td>
<td>178.5</td>
<td>108.1</td>
<td>138.8</td>
<td>27.3</td>
</tr>
</tbody>
</table>

Source: calculated by author according to data of the Ministry of Finance of Ukraine

Foreign trade turnover is characterized primarily by the dynamics of export and import. The data presented in Table 2 shows that import volume greatly exceeds export volume. However, we can observe the growth of import-export ratio during 2014-2015. In 2015 import-export ratio was more than 1, indicating a decrease of import dependence of economy.

### Table 2

<table>
<thead>
<tr>
<th>Year</th>
<th>Volume of export, bln. USD</th>
<th>Volume of import, bln. USD</th>
<th>The coverage ratio of export-import</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>51.43</td>
<td>60.74</td>
<td>0.8467</td>
</tr>
<tr>
<td>2011</td>
<td>68.40</td>
<td>82.61</td>
<td>0.8280</td>
</tr>
<tr>
<td>2012</td>
<td>68.81</td>
<td>84.66</td>
<td>0.8128</td>
</tr>
<tr>
<td>2013</td>
<td>63.31</td>
<td>76.96</td>
<td>0.8226</td>
</tr>
<tr>
<td>2014</td>
<td>53.90</td>
<td>54.43</td>
<td>0.9903</td>
</tr>
<tr>
<td>2015</td>
<td>38.13</td>
<td>37.50</td>
<td>1.0168</td>
</tr>
</tbody>
</table>

Source: calculated by author according to the data of the State Statistics Service of Ukraine

Except VAT, excise tax and import and export duty impact on the dynamics of foreign trade. Both of these taxes have a strong fiscal capacity, but the excise tax is inherent regulatory capacity and in fact increasing of excise taxes in times of crisis can be a source of additional revenues to the consolidated budget. Increasing excise taxes can also contribute to reduction of consumption of excisable goods that are harmful to health. Let us analyze the effect of excise tax on the trade dynamics. Considering specificity of administration of excise tax, our analysis is conducted in terms of impact of the tax on dynamics of turnover of excisable goods. The dynamics of collection of excise tax in Ukraine is characterized by the following indicators (Table 3). As we can see from the data presented at Table 3, total revenue from the excise tax to the budget over the period increased by more than 2 times (from 28.3 bln. in 2010 to 70.9 bln. in 2015). Growth of revenues from excise tax can be explained by the increase of revenues from the tax both on goods produced in Ukraine and imported products, indicating growth of production volume and import of excisable goods. A significant increase in excise tax revenues in 2015 is caused by introduction of excise duty on excisable goods, which are realized by retailers. Due to changes in tax legislation local governments could fill more than 7 bln. UAH.

### DISCUSSION AND CONCLUSION

Dynamics of collecting VAT, excise tax and customs duties shows that VAT and excise tax are fiscally significant for the budget. Revenues from these taxes have upward trend.
### Table 3

**Dynamics of excise tax collection in 2010-2015**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total revenues from excise tax, bln. UAH</th>
<th>Amount of revenue from excise tax on goods, produced in Ukraine, bln. UAH</th>
<th>Amount of revenue from excise tax on imported goods, bln. UAH</th>
<th>Amount of revenue of excise tax on excusable goods, realized by retailers, bln. UAH</th>
<th>The share in income of consolidated budget, %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>28,3</td>
<td>23,7</td>
<td>4,6</td>
<td>-</td>
<td>9,0</td>
</tr>
<tr>
<td>2011</td>
<td>33,9</td>
<td>26,1</td>
<td>7,8</td>
<td>-</td>
<td>8,5</td>
</tr>
<tr>
<td>2012</td>
<td>38,4</td>
<td>28,7</td>
<td>9,8</td>
<td>-</td>
<td>8,6</td>
</tr>
<tr>
<td>2013</td>
<td>36,7</td>
<td>27,7</td>
<td>8,9</td>
<td>-</td>
<td>8,3</td>
</tr>
<tr>
<td>2014</td>
<td>45,1</td>
<td>28,2</td>
<td>16,9</td>
<td>-</td>
<td>9,9</td>
</tr>
<tr>
<td>2015</td>
<td>70,9</td>
<td>38,8</td>
<td>24,3</td>
<td>7,8</td>
<td>10,9</td>
</tr>
</tbody>
</table>

Source: calculated by author according to data of the Ministry of Finance of Ukraine

Analysis of different approaches to reform VAT shows that some experts prove necessity of replacement of VAT with another tax, some consider it appropriate to leave the VAT, but at the same time advice substantially increase the rate, or vice versa reduce it for all types of goods. Based on studies of existing approaches of reforming, it is appropriate to save VAT with further rates differentiation.

Analysis of international experience shows that there is a practice of reduced rates of VAT on food in most European countries. Reduced VAT rates are relevant in order to stimulate an increase in the share of domestic food turnover in the structure of expediency.

Besides differentiating of VAT rates it is necessary to implement some changes to the VAT refund to exporters. We offer to refund VAT only to direct producers; exported products should be processed. This will reduce the volume of exported raw and stimulate export of final products.

Despite the fact that the excise tax is viewed as fiscally focused, its regulatory capacity should not be ignored. First of all, regulatory function of excise tax can be used to limit the consumption of certain commodity groups. To improve the fiscal and regulatory role of the excise tax we proposed to expand the list of excisable goods. The increase in revenues due to excise tax expansion of the list of excisable goods can be regarded as compensation for revenue lost from the application of reduced rates of VAT.

Excise tax on certain groups of imported goods will curb the rise in their share in the domestic market of Ukraine and will support domestic producers.

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RECOVERY OF COMPANY MANAGEMENT IN THE POST-CRISIS STAGE – OPPORTUNITIES AND LEGAL MODELS

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Abstract: Our article is an interdisciplinary research and study focused on the issues of recovery of companies with financial difficulties from management and legal point of view. The company viability preservation is the main objective determining the adoption of adequate legislation depending on the national specific features. In research authors prove that several basic concepts of the crisis life cycle exist. They differ in whether they cover the crisis situation itself or/and a period preceding it (the symptoms) and following it (a crisis prevention system). The basic and most common concept, as well as its modifications; in literature sources of this concept are presented by Coombs: pre-crisis stage – crisis stage – post-crisis stage. It constitutes a basis for developing sub-stages depending on the particular crisis situation and determined by its form of expression, scale and duration. Negative options in the last stage do not exist in some crisis life cycle concepts as a common phenomenon, i.e. they are considered as a positive outcome of the crisis situation. The crisis life cycle stages have identified a base for any crisis management models and most of them have been developed by the abovementioned scientists, e.g. Fink, Mitroff, Coombs, etc. The study of research papers of various scientists in companies’ crisis management, legal environment and crisis practice in some countries shows a tendency in the development of regulatory systems in various legislations to the application of a recovery (rehabilitation) procedure rather than a liquidation one, aiming at their solvency recovery.

Keywords: crisis, bankruptcy, insolvency, reorganization, liquidation

INTRODUCTION

After every crisis stakeholders have the desire for a transition, as quickly as possible, to another stage in order to resume the company business. It is accompanied by business recovery programs focused on various changes therein. Many crisis management models present the terms "post-crisis" and "recovery" as synonyms although opinions exist that the outcome is always negative. Anyway it is a fact that companies may face even bigger problems after a crisis rather than during such. It necessitates the search for opportunities for their reduction through recovery. The objective of this article is the study of various global practices in the post-crisis stage of companies, as well as any legal models of a regulatory system related thereto.

MATERIALS AND METHODS

A great number of specialized literature of scientists, legal systems and regulatory acts of developed economic countries with practice in that area, official documents of the European Commission, etc. have been studied for the purposes of the article. The results of the research work of S. Fink [4], D. Smith [9], I. Mitroff [5], T.W. Coombs [1], M.W. Seeger, T.L. Sellnow & R.R. Ulmer [8], D. Dubrovski [2] and A. Evseev [3] on the company crisis life cycle have been used as a theoretical base at the determination of their stages: pre-crisis, crisis and post-crisis, where the focus falls on any opinions on the post-crisis stage. According to the abovementioned studies, there are two outcomes of that stage: liquidation or survival followed by recovery. In case of liquidation, accompanied by outside intervention, there are two options as well: sales or bankruptcy (company inability to do its business and perform operations), or actually the post-crisis stage may develop differently as a number of factors may determine.
The study assumes the concept that company management in the post-crisis stage should focus on its recovery through liquidation of the crisis consequences with the purpose to regain its viability and aim at achieving the levels of its parameters in the pre-crisis stage at least. The methods of analysis, synthesis and comparison used constitute a good basis of theoretical conclusions and summaries on the necessity for recovery in the post-crisis stage of company management as an alternative to bankruptcy or sales.

RESULTS

The activity approach of St. Fink (1986), defining the following stages of their life cycle: prodromal, acute, chronic and crisis resolution [4], is the oldest, and most often quoted approach in the area of organizational crises. It does not determine any alternatives in the last stage.

Mitroff (1994) suggests another classification identifying five stages: signal detection, probing and prevention, damage containment, recovery and learning [5].

Coombs (2007) explains that the models of Mitroff (1994) and Fink (1986) are integrated in a three-phase model and determines three stages of the crisis life cycle, also based on the management of activities [1]; pre-crisis – crisis – post-crisis:

Pre-crisis: A crisis incubation period where a series of warning signals precedes a crisis. Crisis: A series of events leading to instability or critical moments where a change has definitely occurred. Post-crisis: A period of recovered safety level, training and continuity. This classification of the stages of crisis life cycle is based on the numerous studies of management.

Coombs (2007), as well as Seeger, Sellnow and Ulmer (2003), state that the three stages provide a framework for the inclusion of various sub-stages those change depending on many variables in a particular organization.

Dubrovski (2007) repeats Coombs's stages, but he splits the third one, the post-crisis stage, in two: recovery and crisis settlement. Thus, he focuses on it justifying its longer duration [2]. It means that the crisis outcome is positive again, as well as in the models described.

Unlike them, there are also opinions that the outcome is always negative, for example, bankruptcy, as Evseev affirms (1999) [3].

Legislative approaches of regulating any procedures providing an effective mechanism for company stabilization in the presence of threatening insolvency are currently very important worldwide. They are closely related to the fresh start concept established in USA [6]. The study shows that two basic legislative approaches of regulating the institute of insolvency in separate national legislations have been established depending on the legal protection interest. In UK the regulatory system is oriented to the creditors' interest protection, and the systems of France, USA and Japan protect predominantly the rights of debtors and employees. The difference in the designation of proceedings, also closely related to interest protection, is oriented to either the debtor's enterprise liquidation (when the national system protects the creditors' interest with a priority), or reorganization and sanitation of his business (when the national system is oriented to the company preservation).

Nowadays, a survey has been made by the European Commission, and the findings are that in most national legislations (15 countries) in Europe proceedings have been regulated, outside insolvency ones, being quasi-collective proceedings. The legislations of Austria, Belgium, Estonia, France, Germany, Greece, Latvia, Malta, Netherlands, Italia, Poland, Romania, Spain, Sweden, United Kingdom are referred to in this relation [7]. A specific feature of theirs is that, under the supervision of the court or an administrative body, a debtor in a financial difficulty is given the chance to carry out recovery at a stage preceding the insolvency proceedings. The regulation of hybrid proceedings is an alternative option, where a debtor would keep some control over his assets and business; nevertheless they are subject to control or supervision by the court or by a receiver. Therefore, the basic trend in the regulatory system concerning insolvency prevention in individual countries is the adoption of regulatory protective procedures giving a debtor the time and means of protective procedures, providing the same debtor with the time
and means of restructuring his enterprise for avoiding insolvency. They are characterized by diversity in terms of legal characteristic features and substance. What they have in common is their objective to preserve the debtor's company by appropriate legal instruments.

In Germany, France, England and USA [10], proceedings on protection are regulated where, in case of threatening insolvency, a debtor would be entitled to adopt a restructuring plan for its enterprise that precedes the initiation of insolvency proceedings. Significant changes occurred in the legal regulation of insolvency in Germany by the adoption of an Act on subsequent facilitation of company restructuring (ESUG). It introduces a protection procedure, where a debtor should propose a plan of company sanitation, preceding the actual insolvency court proceedings. The situation in France is similar, where insolvency regulation changes in view of a debtor's early recovery through the introduction of: a) a pre-protection procedure on defense proceedings, and b) conciliation procedure.

The specifics of protection proceedings are expressed in the procedure of their execution. The debtor is exclusively and only actively legitimate to initiate the proceedings upon the existence of insurmountable and convincing evidence that may lead to the conclusion of future suspension of payments. The proceedings are reviewed before the insolvency, court exerting immediate control, and the creditors do not take any part in it. Upon a grounded petition, the court, by its ruling, starts a monitoring period of up to 6 months, and a debtor may restructure his company and take up measures for his business preservation within that period. The court control is meant to prevent any unlawful reduction of a debtor's property and his assets. The court would be entitled to officially transform defense proceedings into insolvency proceedings, where the objectives of the defense proceedings have not been achieved.

In case of a conciliation procedure under the French law, a debtor needs to initiate it provided the payment suspension has not exceeded 45 days. The main objective is an agreement to be signed between a debtor and his main creditors for overcoming his financial difficulties. Such an agreement is subject to approval by the court and upon its granting, proceedings are terminated. The American law provides for an out-of-court agreement to be signed, prior to an actual insolvency procedure, which is binding to the parties, except to the creditors having disagreed with it. Unlike France and Germany, the American law does not require any court involvement. The competent court opens competition proceedings, including when there are available prerequisites for it, provided only that no grounds for the company financial recovery or an option of outside management exist.

DISCUSSION AND CONCLUSION

The following conclusions and summaries may be drawn from the study carried out on any theoretical research on the post-crisis stage of company management, possible alternatives and any legal models in individual countries in compliance with their legislations:

1) Several basic concepts of the crisis life cycle exist in the specialized literature. They differ in whether they cover the crisis situation itself or/and a period preceding it (the symptoms) and following it (a crisis prevention system).

2) The basic and most common concept, as well as its modifications; in literature sources of this concept are presented by Coombs: pre-crisis stage – crisis stage – post-crisis stage. It constitutes a basis for developing sub-stages depending on the particular crisis situation and determined by its form of expression, scale and duration.

3) Negative options in the last stage do not exist in some crisis life cycle concepts as a common phenomenon, i.e. they are considered as a positive outcome of the crisis situation. These concepts are preferred by practice, but they are unreal.

4) The crisis life cycle stages have identified a base for any crisis management models and most of them have been developed by the abovementioned scientists, e.g. Fink, Mitroff, Coombs, etc.

5) The study of research papers of various scientists in companies’ crisis management, legal environment and crisis practice in some countries shows a tendency in the development of regulatory systems in various legislations to the application of a recovery (rehabilitation) procedure rather than a liquidation one, aiming at their solvency recovery.
REFERENCES

NACHTRAG

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