Association 1901 "SEPIKE"

Social Educational Project of Improving Knowledge in Economics

Journal SEPIKE

Edition 29

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.sepikecloud.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.sepikecloud.com.

Herstellung und Verlag / Editor:
Association 1901 "SEPIKE"

Herausgeber / Publisher:
© 2013 Association 1901 "SEPIKE"
www.sepikecloud.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 31.03.2021

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PART I: ACTUAL ISSUES IN MODERN PEDAGOGY

JEL: A20

METHODS OF USING FICTION FOR THE DEVELOPMENT OF ARTISTIC-SPEECH ACTIVITY OF PRESCHOOL CHILDREN

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Abstract: *The article considers the methods that promote an artistic-speech activity development by means of the fiction. The methods of artistic-aesthetic consciousness formation are determined: narrative or explanation of the preschool teacher, retelling the fairy tale "in one's own words", direct storytelling, reading-viewing literary works, conversation. The methods of artistic-speech activity organization are characterized: analysis of a fictional text; commenting on a literary work with non-textual materials; observations or excursions; comparison; lexical and stylistic analysis of the work. The methods of stimulating practical verbal creativity are revealed: creation of problem-searching situations, emotional action, modelling interactive games, realization of a literary work, literary creativity, dramatization and staging of works.*

Keywords: *artistic-speech activity; fiction; preschool children; methods*

INTRODUCTION

Speech development, nurturing children's speech culture, and reorientation of linguistic education in general are conditioned by the provisions of modern concepts of education modernization in Ukraine on ensuring harmonious development of the personality. An important component of this complex and multifaceted process is speech development of the child, because fluent speech largely depends on his general development, formation of his world-view, ability to establish relationships with others, self-realize in society. The solution to this problem is possible by finding ways to optimize the process of speech development of preschool children. One of the means to comprehend reality figuratively through artistic-speech activity is fiction. It helps develop all the child’s mental processes (memory, thinking, attention, imagination, fantasy and observation); form speech, develop artistic-speech activity, form universal and spiritual values as well as socialize the preschool child.

MATERIALS AND METHODS

The theoretical foundations of the study are scientific works of a number of leading scientists, in whose research various aspects of the problem of artistic-speech activity are substantiated.

These aspects include psychological and pedagogical basics of preschool children's language development (L. Artemova, A. Bohush, A. Bondarenko, H. Hryhorenko, V. Zakharchenko, K. Krutii, T. Markova, O. Sorokina, K. Shcherbakova, et al); essence, types, specifics and peculiarities of using speech activity in different life situations (V. Benera, A. Bohush, O. Zaporozhets, N. Malinovska, N. Karpynska, Ye. Fliorina, et al); issues of developing preschool children’s artistic-speech activity by means of fiction (N. Havrysh, L. Venher, A. Zaporozhets, T. Kotyk, N. Malinovska, F. Sokhin, Ye. Tykheieva, et al).

The validity of the results obtained is confirmed by the use of general didactic methods such as: theoretical generalization and systematization, classification, abstraction, concretion, and comparison.

RESULTS

Fiction is traditionally considered to be an important means of educational influence on the personality of a preschool child. And this is no accident, because it is considered a treasure trove of culture, a source of real knowledge and strong impressions, acquaintance with the unusual, fantastic. To what extent the child will fully master the content of a literary work, get acquainted with its artistic images, the moral side of what has been heard, depends on the methods and techniques used by the teacher to work with fiction.

Let us consider the concept of the "teaching method". In didactics, the teaching method is a certain way of purposeful implementation of the learning process, achieving the goal.

The correct choice of methods in accordance with the purpose and content of education, age characteristics of students promotes development of their cognitive abilities, equips them with skills and abilities to use the acquired knowledge in practice, prepares them for independent acquisition of knowledge, forms their world-view.

The methods of art education in the modern pedagogical science (O. Mykhailychenko, N. Malinovska, T. Ponimanska) are defined as orderly ways of interconnected activities of educators and children, aimed at solving artistic-educational and artistic-upbringing tasks (Ponimanska, 2013).

Methods of acquainting preschool children with fiction, which are commonly used in preschool pedagogy, can be divided into groups, in particular: verbal (narrative or explanation; reading-viewing of the literary works; telling a story or a fairy tale by an educator; reading-listening to literary works; conversation; method of work analysis; commenting literary work with non-textual materials); game (creation of a game situation, "surprise moment", didactic games); practical (method of embodiment of a literary work in different kinds of art; method of literary creativity of observation, excursion and "virtual excursion") (Benera, & Malinovska, 2010).

The results of the analysis of pedagogical literature (A. Bohush, N. Karpinska, V. Sukhomlynskyi, F. Sokhin, et al) show that application of a single method of working with fiction does not allow to fully conduct literary propaedeutic, promote children's literary

development, as well as connect various tasks of intellectual, speech, and personal development.

We grouped the methods of artistic-speech activity development by means of fiction into three groups: methods of forming artistic-aesthetic consciousness; methods of organizing artistic-speech activities; methods of stimulating practical verbal creativity.

Let us provide a brief description of the methods. In particular, the methods of forming artistic-aesthetic consciousness include:

- *Educator's narrative or explanation*. Whether or not children understand what the work is about depends on how familiar the language means used in the text are to the child. The meaning of words can be explained with the use of visual aids, interpretation and translation. There are several approaches to introducing new words to a child. For example, a small number of completely unfamiliar words (2-3) can be found in a work. In this case, you can explain the meaning of words in the process of reading the work. For this purpose, it is necessary to use illustrations, a set of pictures, demonstration of subjects. If there are many unfamiliar words in the text, then it is advisable to conduct vocabulary work before reading, and after reading to check whether children have understood the meaning of new words. There is a third option – not to explain to the child the meaning of unknown words, neither in advance nor in the process of reading. The child must understand their meaning based on the context of the work;
- *Method of retelling a fairy tale "in one's own words".* It is desirable, when acquainting children with a fairy tale, not to read a fairy tale, but to tell it naturally, emotionally, clearly. The educator's story is an example for children to follow, but the educator's task is to ensure that each child's story is unique;
- *Method of direct storytelling is used by educators most often.* A direct narrative about the history of a literary work, the facts of the writer's biography should be expressive, emotional, interesting and accessible to every child;
- *Method of reading-viewing literary works* is the first method by which a child begins to get acquainted with the world of fiction, at the same time - the main method used in working with preschool children,

which accompanies their emotional, artistic, aesthetic, speech, and cognitive development;

- *Method of conversation* is widely used in the process of acquainting the child with a literary work. M. Kochenhina identifies four groups of questions in the conversation: 1) Questions on the actual content of a literary work. They are offered to children after the first perception of the work; 2) Questions that help to find connections in the work – common and different, cause and effect, time and are offered to children after re-reading; 3) Questions that encourage and help to draw conclusions and evaluate the actions of the characters, events. They are asked during the summary conversation; 4) Questions aimed at establishing associations with children's experience (Kochenhina, 2012).

Thus, applying methods of artistic-aesthetic consciousness formation contributes to the fact that a literary work is perceived as a whole, in the unity of its content and artistic form. Continuous contact of the performer with the listener affects the mind and feelings of the listener, helps young listeners to see everything that the educator reads or tells, to activate the thoughts and feelings of children in order to achieve the result - understanding the content of fiction.

Among the methods of artistic-speech activities organization we have identified:

- *Method of analysis of a fictional text*. The purpose of this method is to analyse and understand fiction. At the same time, during the analysis the emotional sphere of the child develops, the child masters the text conceptually, the connections of the main object with other phenomena of material reality are established, the child approaches the author's position. In this context understanding means finding the common in the singular and through this explaining the common in the singular (Padalka, 2008);
- *Method of commenting on a literary work with non-textual materials*. This method involves the use of materials that illustrate creation of a literary work or the life of a writer, which helps to better understand the content of the work of fiction;
- *Method of observation or excursion* is used before acquaintance of children with the work, which deals with natural phenomena, plants

or animals that have been previously unknown to children or children have not paid enough attention to them. Virtual tour is used when children are not aware enough of the historical time in which a particular work was created, or which is described in the work and it is held on before reading and listening to the literary work;

- *Method of comparison* is the most common in the practice of artistic-speech development because its application allows creating situations of interest to children. Comparing images, characters, landscapes, individual situations helps to identify the peculiarities of the writer's work, understanding the relationships;
- *Lexical and stylistic analysis of the work*, which contributes to the awareness of the meaning of words and development of skills of their using. The analysis of stylistic means of speech involves inclusion of children in the following activities: selection of words used in the text, words close in meaning; search and explanation of the use of epithets, metaphors, verbs, comparisons, etc; comparison of examples of characters' speech; speech observations, speech experiment (correct use of artistic means of expression).

Methods of stimulating practical verbal creativity are used to create the emotional, creative atmosphere that is necessary for learning to read and listen to works of fiction. This group of methods includes:

- *Creation of problem-searching situations* that activate artistic activity, concentrate auditory attention, force to think, reason, develop creative abilities (Ponimanska, 2013). Problem-searching tasks require from the child independent thinking, active work with the text, developing the ability to analyse, prove and draw conclusions. Such tasks arouse great interest in the work, increase its educational and cognitive effect;
- *Method of emotional action* - ability of the educator to express his own attitude to the work of fiction in figurative words, facial expressions, gestures. For example, his voice can be coloured depending on the character, mood in the content of the work: warmly, kindly and tenderly he tells about the lullaby; solemnly, with stern and courageous intonations - about patriotic poems. All expressive techniques are used to enhance the emotional impact of the word and enrich the children's impressions (Mordous, 2018; & Padalka, 2008);

- *Simulating interactive games*. Each such game takes place according to the scheme. Children find themselves in a certain situation, on the basis of which they receive a game task. Interactive technologies of situational modelling are carried out both frontally and individually. For example: "Poetic lotto…", "In my opinion…" To consolidate the studied theoretical knowledge, you can use the technologies of collective group learning, such as "Brainstorming", "Incomplete sentence", "Microphone", etc (Infantry, & Kiktenko, 2001);
- *Method of embodiment of a literary work* in other types of art (painting, music, theatre, cinema, etc.) combines creative techniques of embodiment of a work of fiction in other types of art, allows to express the reader's position, forms and develops abilities to figurative concretion and figurative generalization;
- *Method of literary creativity*, which is used at the creative level of elaboration of any work of fiction or at a separate lesson, which is entirely devoted to the development of children's creative abilities and involves inventing fairy tales, poems, stories and riddles on the material and by analogy;
- *Dramatization and staging of works*. This is a deep, emotional and logical understanding of the text of the work. They are used when children have mastered the text, realized the ideological content, characterized the characters, analysed the language. Staging involves children learning roles by heart. Dramatization – children play literary works in roles, without learning the works.

CONCLUSION

Thus, summarizing all the above mentioned, we can state that the quality of artistic-speech activity development in preschool children by means of fiction depends on the appropriate and optimal system of methods of working with fiction aimed at forming artistic-aesthetic consciousness; organizing artistic-speech activities and stimulating practical verbal creativity.

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JEL: A20

DIFFERENCES IN THE ACADEMIC PERFORMANCE AND BEHAVIOR OF STUDENTS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER BASED ON GENDER

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Abstract: *Attention Deficit Hyperactivity Disorder (hereinafter - ADHD) is a syndrome with a very high incidence in the school population. Children diagnosed with the condition usually face problems, attributed to lack of attention, hyperactivity and impulsivity. As a result of these matters, they often have poor academic performance and behavioural difficulties in the school setting. Even though it affects both boys and girls, there are differences in the prevalent symptoms. Moreover, their manifestation and severity, seems to differ among boys and girls. The purpose of this study was to investigate the difficulties of 54 students (40 boys and 14 girls) with the disorder in the school context and discover the differences in their academic performance and behaviour based on gender. Application of subjective (teacher opinions) and objective (standardized tests) academic performance and behaviour measurement tools was made. The findings reveal that there are some differences in the prevalent subtype of ADHD and the severity of the symptoms among the two sexes. However, no important differences were found in their academic performance.*

Keywords: *ADHD, gender, prevalent symptoms, behaviour measurement tools, standardized tests*

INTRODUCTION

Attention Deficit/Hyperactivity Disorder (ADHD) is a disorder which is diagnosed in children who have complications based on lack of attention, hyperactivity, or impulsivity. Biological issues (e.g.

problems in the brain function), which interact with environmental factors are thought to be the origin of the disorder (Rutter et al, 2009). Several studies collected enough evidence to prove that ADHD is one of the most common disorders among children. The estimated number of children ever diagnosed with ADHD in USA, according to a national parent survey was 9.4% (Danielson et al, 2018). However, the incidence between boys and girls greatly varies. According to a worldwide meta-regression analysis (n = 14,081), the male: female ratio is 1.6 to 1 (Willcutt, 2012). Although students with the condition have common issues concerning academic achievement and behaviour at school, there might be differences based on gender (McConaughy et al, 2011). Moreover, they may have different dominant symptoms and manifestation of their deficiencies (Biederman et al, 2002; Biederman & Faraone, 2004; Newcorn et al, 2001).

RESEARCH AIMS

In general, boys and girls with the condition frequently have poor academic performance. Moreover, their behaviour often appears to be problematic during the school day. However, the frequency and the manifestation of their symptoms seems to be different between the two sexes. Hence, the intention of this research is to investigate if there are differences depending on gender, in terms of academic performance, behaviour and prevalent symptoms.

RESEARCH METHODOLOGY

The researcher involved in the study primary education teachers. Their selection was random, provided that they had at least one student with the syndrome. The researcher trained them in order to be capable of efficiently using the research tools. The study includes subjective (teacher opinions) and objective (standardized tests) measures of the academic achievement to determine the nature of the matters that children with ADHD have in school. The results produced conclusions about academic performance, behaviour and subtype of the disorder in boys and girls. 54 students of the second and third grade of Greek primary schools with ADHD formed the sample. *Table 1* shows the gender and the subtype of the children who formed the sample.

Table 1: Sample of the study (gender and subtype)

Subtypes of ADHD	Gender				Total	
	Boys		Girls			
	f	%	f	%	f	%
Inattentive subtype	16	40	10	71.4	26	48.1
Hyperactive-Impulsive Subtype	7	17.5	2	14.3	9	16.7
Combined subtype	17	42.5	2	14.3	19	35.2
Total	40	100	14	100	54	100

Source: estimated by author

METHOD OF ANALYSIS

The teachers who took part in the study had to complete specific research tools:

- Diagnostic test in the subjects of the sample, so as to evaluate their developmental level in critical pedagogical areas. These were subcategorized in quantitative scales (memory of numbers, copy of shapes, memory of pictures, memory of shapes, graph distinction, vowels recognition and synthesis of vowels) and qualitative scales (common sequences, visual-motor coordination and perception of left and right);
- Observing behaviour record forms: These forms revealed the frequency of undesirable behaviour of the students that was related to the symptoms of the disorder at each hour of the school day;
- Performance forms in key modules of the school program: These forms assessed the performance of students in Language, Mathematics and Study of Environment;
- Performance forms in learning areas in Language and Math: These forms measured academic performance in learning areas of Language (writing, spelling, reading skills, comprehension of text and oral expression) and Mathematics (use of mathematical symbols and arithmetic operations and ability to solve simple mathematical problems and make mental calculations);

- Performance forms in terms of general attitude towards the courses of Language and Mathematics: The teachers were required to assess five features of academic performance and behaviour in the classroom. These areas were preparation for class assignments, class participation, classroom work, interaction with classmates and appropriate behaviour;
- Greek Rating Scale for ADHD: These questionnaires were completed by the teachers for each child. The goal of this tool was to produce a DSM-IV evaluation tool based on the DSM IV criteria, which is considered to be very accurate (DuPaul et al, 2016; Kalantzi-Azizi et al, 2005). This research instrument also contained two subscales for inattentiveness and hyperactivity-impulsivity (each subscale has nine relevant questions) and thus the dominant subtype of ADHD could be inferred.

The statistical processing of data was made with SPSS 26.0. Means (M), standard deviations (SD) absolute and relative frequencies were produced. Mann-Whitney test and Pearson's correlation test were used for the comparison between boys and girls with the view of interpreting findings in each of the research instruments mentioned above.

RESEARCH FINDINGS

From the analysis of the observing record forms, it was not found any statistically significant difference in the incidence of undesired behaviour of children with ADHD depending on their gender. The examination of the collected data from the Greek Rating Scale for ADHD revealed that there is a statistically significant correlation between the sex of the children and their classification into subtypes of the condition. In more detail, girls are much more likely to belong to the Inattentive subtype than boys. On the other hand, boys are much more likely to belong to the Combined subtype. Moreover, it was revealed that there is a statistically important variance in the Subscale for Hyperactivity-Impulsivity due to gender (boys display a much higher score compared to girls, which means that boys who belong in this subtype have more severe symptoms than girls of the same subtype). On the contrary, no statistically significant difference was

found in the total scale for ADHD and the Subscale of Inattentiveness, based on gender.

As far as it concerns the academic behaviour, the other research instruments provided useful evidence. There was no statistically significant difference in any of the quantitative scales of the diagnostic test, depending on gender. The same conclusion applies for the performance of children with the disability in the three core modules. Likewise, the evidence gathered from the performance measurement forms in Language and Math showed not statistically significant difference between the two sexes, with the exception of class participation in Math, where the boys had higher scores and hence better performance than girls. With regards to the assessment forms in Language and Math, similarly there was no statistically significant variance in performance of boys and girls with the syndrome, in the learning areas of the two modules. However, it should be mentioned that boys had higher scores than girls in all the learning areas of Language in the use of mathematical symbols in Math. Then again girls had higher scores than boys in the use of the four basic arithmetic operations and in the ability to solve simple mathematical problems.

SUMMARY AND CONCLUDING REMARKS

The study's results indicate that the gender of the children with ADHD is associated with the prevalent main symptoms of the disorder and thus with the classification into the subtypes of the condition. It is more common for girls with ADHD to mainly have inattention issues and boys to present lack of attention and hyperactivity-impulsivity at the same time.

Furthermore, boys with hyperactivity-impulsivity complications have more severe symptoms than girls of the same subtype. Regarding academic performance, no noteworthy difference was found between boys and girls.

These conclusions are useful for teachers when they have students with ADHD in the classroom, in order to manage them successfully. Yet, more studies with bigger samples should be executed, with the purpose of produce definite conclusions.

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JEL: A20

CAUSAL RELATIONSHIP EXPRESSION IN THE NOVEL OF ISMAIL KADARE "KRONIKË NË GUR" AND ITS TRANSLATION IN ENGLISH LANGUAGE "CHRONICLE IN THE STONE"

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Abstract: *The paper deals with the causal relations of two literary texts, two novels, one in Albanian and one in English. After clarifying the methodology used in, we will refer to the novel "Chronicle in stone" by Ismail Kadare and its English translation "Chronicle in the stone", in which we will identify the interpretive possibilities of various causal constructions, where the interpretive possibilities of different causal constructions are evidenced.*

Keywords*: causal relations, interpretation, translation, Albanian and English language*

INTRDUCTION

The paper deals with applied linguistics issues that are not directly related to the grammar of the language rather than an approach to the practice of languages. The paper gives us a demonstration of how a translator handles the various decisions that translate a text, at the same time, linking those decisions to issues in translation theory. The main concepts in the material are: semantic similarity (or similarity), mitigation and nationalization, cultural and contextual variation (or difference). Translation is a paradox. One of the translator's purposes is to produce a text that *'means the same'* as the original text. However, it is clearly impossible for words or sentences in one language and culture to *'means the same'* as those in another. If two obvious synonyms in one language (e.g. lady, woman or apartment, flat) are

not the same at all, however can two words in different languages be the same? In theory, translation should be impossible. In the real world, however, translation happens all the time - in fact, it is one of the main tasks of linguists to make translations happen. The world is full of translations and if it were not so, people from different countries would find communication almost impossible.

The similarity can be semantic, finding at least a picture of the similarity of meaning between the both. It can be idiomatic – finding an expression that is so complexed, or strange, or similar to what is used in the original text. It may have the same similarities to other texts or cultural customs or artefacts in the target language as the original text does in its own language. There may be similarities in terms of sound or rhythm. There is no way that a translated text will be the same as the original in all of these ways at once, and the translator will constantly find a balance between them all. At the same time, however, a translator can sometimes choose to avoid similarity and emphasize the difference in the translated text, to remind the reader that they are reading something that was originally written in a foreign language. The reader can be expected to work harder on translating the translation, perhaps imitating the experience of reading something in a foreign language and working out what it means. The paper shows how the translator works through a text that finds a series of balances between '*sam*e' and *'different'* and between different types of *'same'*.

MATERIALS AND METHODS

Our current paper is based on the previous researches on the expression of causal relationship in Albanian and English language. Contrastive analyses and comparative method have been used for the purpose of this approach.

RESULTS

From the contrasting findings from the text in Albanian to that of English we come to the following conclusions:

1. The case when the conjunction *sepse* (*because)* it is translated with *for* to the text translated into English 10 cases

Çdo udhëtari që e shikonte për herë të parë, qyteti i zgjonte dëshirën për të bërë një krahasim, por aty për aty, pasi udhëtari binte

në guaskë, qyteti e flakte krahasimin, sepse ky ishte një qytet që nuk ngjante me asgjë.[1]

The traveller seeing it for the first time was tempted to compare it with something, but soon found that impossible. For the city rejected all comparisons.[2]

2. The case when the connector *sepse* (*because)* it alternates with 0 connector in English, (without connector) 6 cases

Më parë ajo ndriçonte mesoren e madhe, por pastaj një pjesë e mesores u bë dhomë dhe baxha s'hynte në punë, sepse nuk ndriçonte asgjë.[3]

Once it had provided light for the small hallway, but when part of the hallway was turned into a room, the attic became useless; it didn't light anything anymore.[4]

3. The case when the conjunction *sepse* (*because)* it alternates with *because* in the text translated into English 5 cases

Unë e doja atë, sepse në këtë luftë ai ishte i vetëm.[5]

But I loved the city most of all, because it stood alone against the others in this war.[6]

4. The case when the conjunction *sepse (because)* it alternates with expressions in the text translated into English, 3 cases.

Vendi ishte siç duket i pjerrët, sepse këmbët mezi na mbanin.[7]

The floor was on a sharp incline, and it was hard to stay upright.[8]

5. The case when the conjunction *sepse (because)* it alternates with neither in the text translated into English, 2 cases.

Gratë filluan t'i mbyllnin dritaret njëra pas tjetrës, sepse Llukan Burgamadhi filloi t'i trashë fjalët.[9]

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[1] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 13.
[2] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 10.
[3] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 80.
[4] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 68.
[5] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 21.
[6] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 9.
[7] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 193.
[8] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 185.
[9] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 154.

One by one the women closed their shutters as Llukan got more and more obscene.[10]

...dhe pastaj të shkatërronte krejt themelet e shtëpisë, sepse qyteti ynë ishte i pjerrët, dhe në këtë qytet mund të ndodhte çdo gjë.[11]

It was a very large cister, aextending under most of our house, and if it ever overflowed, it could flood the cellar and wreck the foundation. As our city was all askew, anything could happen then.[12]

6. The case when the conjunction alternates with 0 conjunctions in the English text, 2 cases.

Ngrehuni të zbresim në kube, se po vjen koha.[13]

"Come on, let's go down to the cellar, it's almost time".[14]

7. The case when the conjunction *that* alternates with *because* in the English translated text, 1 case.

Tani shtëpia jonë ishte bërë si treg dhe çdo ditë ndodhte diçka: njëri thyente këmbën tek nxitonte nëpër shkallët e ngushta, tjetri grindej për vendin, një i tretë donte të pinte duhan, por s'e lejonin të tjerët, se kishte të sëmurë.[15]

Our house had become a public place, and not a day passed without incident. Someone sprained an ankle running down the narrow steps too fast, others argued over room, someone else swore at all the others when they wouldn't let him smoke because it might bother the people who were sick.[16]

8. The case when the causal link *sepse (because)* it alternates with *that*; *as*; 0 link in the text translated into English, 4 cases.

Thoshin se tani vuanin shumë, ngaqë ishte mbyllur kufiri me Greqinë dhe nuk mund të hanin dot ngjala nga të Janinës, të cilat u

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[10] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 144.
[11] Kadare, Ismail (1971). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 6.
[12] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 4.
[13] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 187.
[14] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 179.
[15] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 115.
[16] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 105.

bënin mirë për përdhesin.[17]

They protested that the closing of the border with Greece had kept them from getting the else from leg loaning that were so good for their rheumatism.[18]

9. The case when the adverbs *why / why* alternate with *why* in the English translation, 7 cases.

Ku janë dhe pse nuk duken? [19]

Where were they and why didn't we ever see them?[20]

Pse?[21] *Se magjia me thonj bëhet, biro.*[22]

"Why? Because they use nail clippings for witchcraft, boy".[23]

The vintage cases have to do with the translator's translation techniques, perhaps we can allude to the translator aiming to be as concise as possible in giving the character an opinion. In the second period, two consecutive causes are given as an answer to the question of cause.

10. The case when the temporal conjunction after encountering causal use = me when in English. The temporal conjunction with causal use alternates with when in the English text only in such a case.

Bashkqytetari ynë L. Xuano u gjend i vrarë dhe pastaj i mbytur në lumë, pasi përgatitej të dëshmonte në gjyqin e Hankonatëve kundër karllashëve.[24] *The body of our fellow citizen L. Xuano was fished out of river. Killed when he was supposed to appear as a witness in the Angonis' suit against the Karllashi family.*[25]

11. The case when the uncomplicated conjunctive form alternates with *for fear that* in the English text. In the literary text in the original

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[17] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 32.
[18] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 20.
[19] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 37.
[20] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 25.
[21] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 47.
[22] ibid.
[23] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 35.
[24] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 41.
[25] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 29.

there is a case when the uncomplicated conjunctive form alternates with *for fear that* in the English text.

Me gojën gjysmë të happur ndiqja lëvizjet e saj në heshtje, duke pasur frikë se çdo fjalë e imja mund të prishte atë harmoni të heshtur fëshfërimash të rrobës dhe të duarve.[26]

Open-mouthed, I watched her movements in silence, for fear that one word from me would break the tranquil harmony of the swishing of clothes and hands.[27]

12. The case where the conjunction *sepse (because)* in translation is not found in the original text. The causal sentence placed between the questions and the answers realize a causal relationship. There has been a case when in Albanian the period has no causal relationship, but in English it is as such with the conjunction because.

Why do you want to look so ugly?

- Because I feel like it.[28]

13. Clauses with two causal relations, but with other relations in English

Oficerin e fajësuan se nuk e kishte mirëmbajtur kokën gjatë udhëtimit, duke anashkaluar rregullat e hedhjes së kripës.[29]

They accused him of not having taken proper care of it during the trip and of not sprinkling it with salt as the rules require.[30]

14. Seven such cases have been collected as well as four cases when there are changes in the English translated text are listed circumstances with prepositions *with + noun* which alternate with noun expressions (seven), even in the English translated text in the definite article two such cases.

Pastaj hyri babai dhe pas tij nëna, që po dridhej nga të ftohtët.[31]

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[26] Kadare, Ismail (1971). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 123.
[27] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 113.
[28] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 54.
[29] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 198.
[30] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 191.
[31] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 18.

Then papa came in, and mama shivering with cold.[32]

Tjetra qe zbardhur nga tmerri.[33]

Mane Voco's poor wife turned pale with fear.[34]

15. In this construction, the circumstance with prepositions from + GE alternating with noun expressions in the English text six cases have been collected and from + GE alternating with subordinate clauses three such have been found and one case of change of the structure of the period.

Këto afishe, të grisura nga shiu dhe nga era, ishin e vetmja gjë që mbetën nga shqetësimi i ditëve të fundit.[35]

These posters, turned to scraps by wind and rain, were all that remained of the turmoil of recent days.[36]

16. The case when the circumstance preceded by the cause alternates with because of in the English text 5 cases.

Në bisedat e njerëzve filluan përsëri ato halle të përditshme, që ishin lënë përkohësisht mënjanë nga shkaku i magjive.[37]

The ordinary concerns of daily life, which had disappeared from conversation because of the magic, began to crop up again.[38]

However, it is interesting to note that the translator with his mastery in most cases has respected the syntactic construction, but there are also cases of changing periods from one language to another.

In conclusion, the analysis of the data has found out that the differences found in the authentic text in Albanian when translated into English and the other text in its translation inversely there are differences which appear statistically even though it seems that these languages have a high degree of similarity, in terms of the expression of causal relationships.

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[32] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 6.

[33] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 44.

[34] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 31.

[35] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 155.

[36] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 146.

[37] Kadare, Ismail (2000). Kronikë në gur, Tiranë, Shtëpia Botuese Onufri, p. 32.

[38] Kadare, Ismail (2011). Chronicle in the stone, Canongate, Edinburg, London, New York, Melbourne, p. 37.

In addition, our data shows that a considerable number of causal relationships are expressed through links whether we are dealing with an original text or a translation into Albanian and English.

To continue with our analysis, we will comment and discuss deeply about which linguistic expressions are the most repetitive to express the most common type of signals in each language. In terms of signal type, connections are linguistics the most used expressions to express causal relationships.

In the texts we notice that the most common and typical linguistic means of connection in this case is *because.* Although we can find some variations of expressions such as *for or since then, because* is much more preferred by the English writer.

Albanian translations also have a considerable number of causal relationships expressed through connections; in this case, the linguistic expression is more prominent. However, we can find some other such as expressions that are also quite repetitive.

SUMMARY AND CONCLUDING REMARKS

In general, we can conclude that at a first glance there seems to be a great level of similarity between the original English texts and the Albanian translation. However, after analysing the results in depth, we have realized that the few differences found in the expression of causal relationships from each language are statistically significant, and therefore, the differences in the use of these relationships are not due to chance but they are based on some language rules used in each language. To conclude by explaining and discussing our analysis, we will mention some of the features we have encountered in relation to those causal relationships when comparing literary texts in English and Albanian.

In addition, although the relationships with the prefixes appear with some signals, in Albanian we have fewer choices compared to the types of signals mentioned above. As we can see, in general the Albanian language is more enriched than English when talking about lexical variability. Evidence of this is the following example in which a sentence in English seems to repeat the same signal to express different causal relationships, while in Albanian the use of distinct signals is preferred when dealing with different causal relationships.

Another feature that caught our attention is that causal relationships in Albanian are potential.

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PART II: ACTUAL ISSUES OF MACRO AND MICROECONOMICS

JEL: L83

CURRENT STATE AND POTENTIAL OF CULTURAL AND EDUCATIONAL TOURISM DEVELOPMENT IN AZERBAIJAN

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***Abstract**: The article describes cultural and educational tourism as one of the promising and priority directions for the Azerbaijan Republic and many other countries. The article examines the features, development potential and the current state of cultural and educational tourism in the Karabakh region. The detailed description of tourist and historical heritage is given. UNESCO Cultural Heritage List is analysed. The adoption of state programs, the formation of special economic zones, the organization of international events, and organisation of special procedures in this field is aimed at the developing cultural and educational tourism in Azerbaijan regions.*

***Keywords**: tourism, cultural and educational tourism, tourist potential, historical monuments, UNESCO Cultural Heritage*

INTRODUCTION

From a theoretical standpoint, tourism is considered a complex phenomenon of the world economy today. Having a multiplier effect, it is capable of influencing many key sectors of the national economy. Tourism is an important source of foreign exchange earnings for the country. It promotes the expansion of international contacts, the revival of cultural development centres. Also, tourism contributes to the dynamic growth of the number of jobs, the development of the regional economy and its infrastructure, as well as the improvement of

the well-being of the local population. Thus, being a powerful world industry, tourism significantly affects the socio-economic, political and cultural development of many countries.

MATERIALS AND METHODS

Studies have shown that in recent years in many countries, including Azerbaijan, the tourism industry has become an important direction in the service sector development. It should be noted that I. Aliyev, the President of the Republic of Azerbaijan, at one of his speeches called the development of the non-oil sector one of the priority directions of socio-economic policy, stressing that Azerbaijan has a strong economy. However, we must strive to develop the non-oil, industrial, service, and tourism sectors (Official website of the President of the Republic of Azerbaijan, 2021).

Our republic possesses a large amount of spectacular natural, historical and cultural resources. The availability of natural resources, the presence of cultural, historical, architectural, and archaeological monuments is one of the primary conditions leading to the development of international tourism.

But, unfortunately, for over 27 years most of Nagorno-Karabakh, namely 20% of the territory of Azerbaijan, the land with a unique natural and cultural potential for intensive tourism development was occupied by Armenia.

More than 927 libraries, 464 historical monuments and museums, more than 100 archaeological sites, 6 state theatres and concert halls have been destroyed in the territories of Azerbaijan seized by Armenia. More than 40 thousand valuable items and rare exhibits were stolen from looted museums. Thus, rare gold and silver jewellery, woven in past centuries valuable carpets after the destruction of the Kalbajar History and Ethnography Museum were taken to Armenia. The same situation happened to the Shusha Historical Museum, Aghdam Museum of Bread, and the Zangilan Museum of Stone Monuments. It is almost impossible to determine the total cost of these historical and cultural values plundered and destroyed by the Armenians. The Republic of Armenia, grossly violating the provisions of the Hague Convention for the Protection of Cultural Property in the Event of

Armed Conflict and the Paris Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property, is engaged in looting the cultural property of Azerbaijan.

Even in the Soviet Union period, up to 50% of capital investments were annually invested in these regions to expand the tourist infrastructure and the tourism industry there. For instance, the Istisu mineral waters located on the territory of the Kalbajar region were unique because of their gas and chemical composition, high temperature, and a large volume.

Its waters have a therapeutic effect on external and internal human diseases. In the 1980s, a large health resort and a plant for collecting mineral water were constructed at the Istisu spring. This plant produced 800 thousand litres of mineral water per day. In Istisu village of Kalbajar region All-Union sanatoriums No. 1 and 2 operated, where 50 thousand people were treated and rested annually during the Soviet times. The Istisu mineral spring was one of the natural resources of Kalbajar, bringing high earnings to the regional budget. Shusha is an amazingly beautiful city-fortress in the mountains. In the recent past, it was a resort town as well as a historical and architectural reserve that has now turned into a ghost town. It is located on a high plateau (1400 m above the sea level) in the centre of Nagorno-Karabakh. Also, the Lachin region has a great tourist potential, the territory of which is rich in mounds dating back to the Bronze Age.

RESULTS

However, during the 44-day Second Karabakh War, thanks to the efforts of our soldiers, the occupied lands were liberated. The President of the Republic of Azerbaijan, on December 01, 2020, addressing the people, stated: "A new era is beginning for our country. A new era of creation, an era of development, an era of restoration of our liberated territories. In general, the economic, agricultural and tourism potential of all liberated regions is great. We should use this potential wisely and turn the Karabakh region into one of the most beautiful regions not only in Azerbaijan, but also in the world, and I am sure that we will do this. Thus, our victory is a historic one. We have liberated several districts from the enemy on the battlefield and forced the enemy to

return three other districts, therefore resolving the Nagorno-Karabakh conflict. Now, the Nagorno-Karabakh conflict no longer exists".

Azerbaijan, due to its unique natural, cultural and historical potential, as well as the interest of foreign tourists in the new destination, has all the advantages for the development of most types of tourism. The socio-economic transformations that have taken place in the republic over the past 20 years have turned Baku into one of the business centres of the region. If Georgia is traditionally known as a country with a developed historical and cultural tourism, then in recent years Azerbaijan is especially known as a provider of MICE services, where the largest events of both Eurasian and world-scale are held.

Nonetheless, in Azerbaijan, along with business tourism, the development of cultural and educational tourism is also considered a priority. So, cultural, historical and architectural sites of the country are a matter of interest of foreign tourists. For them, this is an opportunity to experience and get to know our culture.

Azerbaijan has great potential for the development of cultural and educational tourism, as the country has more than 6,000 historical, architectural and cultural monuments, some of which are included in the UNESCO World Heritage List.

The key attractive places and cultural sites of Azerbaijan include numerous palaces, monumental fortresses, mausoleums, mosques, houses of khans, museums, shopping complexes, and baths. These are the Palace of the Shirvanshahs (XV century) and the Maiden's Tower, (height 29.5 meters, VII-XII centuries) which have been included in the UNESCO list since 2000, Icheri Sheher (XII century) is the heart of the Baku, the colourful Iranian region, the embankment (one of the most beautiful in the world), various caravanserais are Seid Yahya Bakuvi Mausoleum, Multani (XV century), Bukhara (XV century), Mollahana (XIII century), numerous mosques are Muhammad ibn Abu-Bakr ("Sinikh-Gala," 1078-1079 is the oldest building in the city), Mirza-Ahmed (1345), Mollah-Ahmed (XIV century), Juma (XV-XX centuries), Tuba-Shahi (XV century). Also, there are other historical sites, i.e. "Atashgah" Temple of Fire (XVII-XVIII centuries), Holy Myrrhbearers Cathedral of Russian Orthodox Church, Sabail Castle (1232), Ramana Fortress (XVI century),

Mardakan Fortress (mid-XIV century), Shikh Fortress (XVI century), Gobustan, where images of the Stone Age and many rock paintings are painted (in 2007 was included in the UNESCO World Heritage List), Khodaafarin Bridges, historically connecting the north of Azerbaijan with the south located on the territory of Jabrail, Azykh cave, the Palace of Sheki khans (in 2001 it was included in UNESCO list), Khinalig village (Guba region), Lahij village (Ismayilli region), Kish village (Sheki region), the National Museum of Art, Museum of History of Azerbaijan, unique Azerbaijan National Carpet Museum, Museum of Folk and Applied Arts, etc.

In addition, as reported by the State Agency for Tourism of the Republic of Azerbaijan, placed under its authority the State Historical, Architectural, and Ethnographic Reserve "Khinalig" has been included in the preliminary list of candidates for inclusion in the UNESCO World Heritage List.

Also, the Ministry of Culture has started work on the preparation of a nomination dossier to include the cradle of Azerbaijani culture, the historical centre of Shusha, in the UNESCO World Cultural Heritage List. The Shusha Historical and Architectural Reserve includes the Yukhari and Ashagi Gevkhar Agha Mosque, the House of Khurshid Banu Natavan, the Palace of Karabakh Khans, the Vagif Mausoleum, the House of Mirza Salah Bey Zohrabekov, the Shusha Barrow, the Shusha Cave Camp, the Shusha Fortress and others.

Thus, as the Minister of Culture of the republic said, the Azerbaijani authorities plan to engage the mission of UNESCO experts in the restoration of the cultural and religious heritage in the Nagorno-Karabakh region, which came under the control of Baku.

Moreover, the UNESCO Intangible Cultural Heritage List includes 15 Azerbaijani masterpieces: Azerbaijani mugham (this is the first masterpiece that was included in the list in 2008), the art of Azerbaijani as-hugs (2009), Novruz holiday (2009), Azerbaijani traditional art of carpet weaving (2010), craftsmanship and the art of playing the tar (2012), chovgan (2013), the traditional art of making and wearing a women's silk headscarf, i.e. kalagai and its symbolism (2014), copper production in Lahich (2015), lavash (2016), the tradition of cooking and serving dolma (2017, together with Iran, Kazakhstan, Kyrgyzstan

and Turkey), craftsmanship and the art of playing the kamancha (2017), yalli (kochari, tenzere), i.e. collective traditional dances of Nakhchivan (2018), the epic "Kitabi-Dede Gorgud" (2018, jointly with Turkey and Kazakhstan), pomegranate festival (2020), miniature art (2020).

President of the Heydar Aliyev Foundation, Goodwill Ambassador of UNESCO and ISESCO Mrs. Mehriban Aliyeva participated at a fest dedicated to the 60th anniversary of UNESCO "Azerbaijan: at the crossroads of cultures and civilizations" organized in the framework of the week of "Dialogue among Civilizations" stated: "Azerbaijan is an ancient land with a rich cultural heritage and traditions. Our country is located at the crossroads of East and West. In 1918, the first Democratic Republic in the East, Azerbaijan, was established. It was the first European-style parliamentary republic in the entire Islamic world. In addition, for the first time among the Islamic countries of the world, opera, ballet, theatre, women's schools, free press, and equal suffrage for men and women were established in Azerbaijan. Today Azerbaijan has become a modern country that shares European values and is fully aware of the path it follows" (Summit Report, 2020).

In this connection, significant efforts on the reconstruction and restoration of these infrastructural cultural objects are being made in order to preserve, save, study, promote and develop them by the government of the country and the Ministry of Culture and Tourism of the Republic of Azerbaijan.

Back in the mid-1990s of the last century, the head of the state of the Republic of Azerbaijan initiated the preparation of a new edition of the Law on the Protection of Historical and Cultural Monuments. In 1999, the government of Azerbaijan and the World Bank signed a long-term Loan Agreement for 7.5 million US dollars, which provides for the reconstruction of the second floor of the residence and the conservation of Divankhan on the territory of the Shirvanshahs Palace complex (14-15th centuries), the conservation of the Mausoleum and two minarets of the 14th century in the village of Garabaglar, the conservation of the 11th century Momine-Khatun Mausoleum in Nakhchivan and the restoration of the Palace of the Sheki Khans of the 18th century.

In 2013, the President of the Republic of Azerbaijan Ilham Aliyev adopted a state program for the restoration, protection of immovable historical and cultural monuments, improvement and development of the activities of historical and cultural reserves in 2014-2020.This served as the basis for the extension of work in the field of protecting the national cultural heritage. Besides, by decree of President Ilham Aliyev in December 2014, the State Service of Cultural Heritage Conservation, Development and Rehabilitation under the Ministry of Culture and Tourism of the Republic of Azerbaijan.

According to the Law on the Protection of Historical and Cultural Monuments, in 2001 the gradation of all monuments according to the degree of importance was approved. According to a government decree dated August 02, 2001, 6308 historical and cultural monuments were taken under state protection on the territory of Azerbaijan. Furthermore, 1725 more monuments have been discovered since then which are also protected by the state. There are also 27 state historical, cultural, architectural, artistic and ethnographic reserves in the country.

As outlined above, Azerbaijan works closely with the UNESCO World Heritage Centre. Cooperation with various international organizations has been formed. Azerbaijani experts in the field of protection and restoration of historical and cultural monuments regularly attend international conferences and sessions held by UNESCO, ICOMOS, ICCROM and other organizations.

In general, both restoration and conservation work are financed mainly from the state budget, from the local executive authority's budget, through donations from individuals, foreign and international organizations. For example, the restoration of a small German church ("Kapelhaus") in Baku was fully financed by the German government. Moreover, currently, work is underway to restore the Albanian Christian temple of the 5th-6th centuries in the village of Kish, Sheki, funded by non-governmental organizations in Norway.

According to the State Service of Cultural Heritage Conservation, Development and Rehabilitation under the Ministry of Culture and Tourism of the Republic of Azerbaijan, Austrian architects carried out the repair and reconstruction work of the National Museum of Art, which was completed in 2008. Besides, the Ministry of Culture and

Tourism cooperates with conservators from Poland, an Italian company from Naples. Furthermore, the architects of our scientific research institute Azerberpa establish close contacts with Italian restorers, regularly travel to Italy for seminars and learn from their experience.

Under the Ministry of Culture, an ad-hoc group for the "Supporting Cultural Heritage" project was created, which held tenders that identified firms to carry out restoration work.

CONCLUSIONS

The State Tourism Agency of the Republic of Azerbaijan informs that on December 01, 2020, the Chief Executive Officer of the Azerbaijan Tourism Board, speaking at the Uzakrota Online 2020 tourism summit, one of the largest tourism events in Turkey, gave information about Karabakh, its tourism opportunities and the development prospects in this region. Furthermore, the State Agency for Tourism has prepared an advertising video about the Kalbajar region's sights, liberated from the occupation. Kalbajar, with its ancient monuments, Albanian heritage, healing springs, beautiful nature, has huge potential for the development of different types of tourism.

After the liberation of Azerbaijan's occupied regions, on December 4, an online meeting between the Azerbaijan Tourism Board and representatives of the Pakistani tourism industry on the topic "Tourism and sustainable development goals" was held. The primary purpose was to show and provide detailed information about the liberated Karabakh region's tourism opportunities and new tourist routes. In this regard, Pakistani travel companies have expressed interest in enhancing cooperation in this field.

On top of that, the Azerbaijan Tourism Board promoted Karabakh and its tourism opportunities on December 9-10 at the Travel Meet Asia 2020 virtual events held with the participation of South Asian countries. Also, Tour Expo Tourism Fair with the participation of travel companies of Uzbekistan was held. At the meetings and webinars held as part of the events, the participants were provided with information about the tourism opportunities of Azerbaijan, in particular, Nagorno-Karabakh.

Consequently, the adoption of state programs, the formation of special economic zones, the organization of international events, and the conduct of special procedures in this field again prove our state's increased interest in developing cultural and educational tourism in Azerbaijan regions.

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JEL: B26, G10

FINANCIAL CAPACITY STRENGTHENING AS A FOUNDATION FOR THE COMPETITIVENESS OF THE REGIONS IN UKRAINE

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Abstract*: The article discusses the principles of the formation of financial stability and competitiveness at the regional level in Ukraine. The legislation of Ukraine on the development of regions, including financial, has been reviewed and analysed in detail. The author's scheme of formation and implementation of strategies/programs of regional development with provision of competitive advantages is proposed. Its main stages are described. Practical approbation of the proposed mechanism was done on the example of Dnepropetrovsk's region in Ukraine.*

Keywords*: financial competitiveness, financial capacity, regions, development strategy/program*

INTRODUCTION

In the context of globalization, the problems of ensuring sustainable economic development of regions are of particular importance, because the region is a self-sufficient socio-economic organism, which serves as a solid foundation for ensuring the effective functioning of the country. In this regard, there is an urgent need to find innovative tools and mechanisms, primarily financial, able to ensure a high level of socio-economic development and competitiveness of the region. Given the crucial role of the financial component in the current conditions of regionalization, the urgent issue is to strengthen the financial potential and ensure the financial competitiveness of the regions. The need for the functioning of the mechanism of financial competitiveness at the regional level, taking into account the specifics

and peculiarities of the development of a particular region, actualizes the issues of our study.

MATERIALS AND METHODS

The study of the development of regional finance, the development of components of financial potential and its importance for economic growth of the country is given considerable attention to both domestic and foreign scholars, in particular O. Amosha, F. Alen, O. Baranovsky, R. Bernard, B. Bourne, M. Taylor, P. Hartman, O. Vasylyk, V. Geets, O. Gerasymenko, Ya. Zinchenko, V. Povoroznyk and many others. At the same time, despite the significant number of publications on this issue, research focuses on certain aspects of financial market development within certain segments – money market, capital market, market for derivatives, so they are fragmented and require systematic development. In addition, the research of scientists has insufficiently explored areas related to determining the mechanism of financial competitiveness at the regional level, its impact on economic growth and the formation of an effective model of regional development.

The *aim of the article* is to determine the theoretical and practical principles of strengthening the financial potential as a basis for the competitiveness of the regions of Ukraine. To achieve this goal, the following *tasks* should be addressed:

- to determine the competitive advantages of regional development and the differences between financial resources and financial capacity;
- to formulate the author's vision of the formation of the mechanism of realization of competitive advantages of regional development in ensuring its high financial competitiveness.

RESULTS

The *financial competitiveness of the region* is the ability of the region to effectively use its own financial resources, as well as attract financial resources on a competitive basis from the external, in relation to the region, environment in order to expand its overall financial potential (primarily budget, tax, banking, insurance, stock and investment) (Lysiak, & Getman, 2013).

At the same time, the dissemination in Ukraine of foreign experience of state management of territorial economic complexes, the

introduction in some regions of the country of cluster forms of associations of enterprises necessarily requires the development of appropriate financial instruments for the management of these complexes. In turn, state and territorial governments need to develop mechanisms for financing long-term strategic programs, the development of which should take into account the constant changes in the market environment.

Summarizing the work of scientists and analyzing legal documents, it can be argued that today the economic structure of the region's finances (local finances) consists of revenues of non-state and state enterprises (organizations), local budget revenues, grants, subsidies and subventions, trust funds of local governments and enterprises , regional development fund, household income, etc. (Kyrylenko, 2014; Segvari, 2014).

With the help of finance is the organization of rational and efficient use of borrowed resources. After all, if financial resources do not provide the necessary return, it leads to losses, inhibition of business activity and destabilization of socio-economic development of the region. Under such conditions, there is a need for significant changes both in the structure and in the ways of using the resources involved. In turn, this requires the improvement of strategic levers of financial resources management at the regional level, which is formalized in the development of long-term strategies / programs. Local finance is an important financial and legal category, which is based on the system of financial relations that arise during their formation, distribution and use at the local (regional, local) level (Kyrylenko, 2014).

The main part of local finances is concentrated in local budgets. Funds from local budgets are at the disposal of local authorities and local governments. The first legal act that restored the development of local self-government in Ukraine, laid the preconditions for decentralization of the budget system and the formation of autonomous local budgets, was the European Charter of Local Self-Government, ratified in Ukraine in 1997. continuing the course of state power on decentralization is the "Concept of reforming local self-government and territorial organization of power in Ukraine", approved by the Resolution of the Cabinet of Ministers of Ukraine of

the Government of April 01, 2014, No. 333. In this document, the main areas of responsibility at the regional level include the following tasks: regional development planning, development of transport infrastructure of regional importance, maintenance of common property of territorial communities of the region, development of culture, sports and tourism, specialized secondary education, specialized health care (tertiary level). A radical restructuring of the local self-government system is envisaged due to the fact that the subsidy of 5419 local self-government budgets today is over 70%, and 483 territorial communities are 90% maintained at the expense of the state budget. When creating a mechanism for financial competitiveness of the region, an important emphasis should be placed on expanding the financial potential of the region. Unlike financial resources, financial potential is a prerequisite for ensuring its positive dynamics due not only to available resources, but also untapped (potential) opportunities. Thus, its main distinguishing feature is the predominant impact of internal and external unrealized opportunities on the development of a particular region. Financial potential reflects the financial strength or ability of the region (its individual subjects) to participate in the creation of material goods and services. Financial potential is characterized by a set of funds, sources, stocks or financial opportunities that the region has and that can be used to achieve specific goals and objectives.

At the same time, the development of the region's financial potential should be carried out according to the generally accepted criteria of economic expediency and efficiency. But the financial potential can not be considered as the sum of resources, because the end result depends on the set of interacting resources and the conditions of their use, as a synergistic effect of the entire territorial production complex. That is, we are talking about the total financial potential as a basis for the financial competitiveness of the region, the basis of its development. Today, one of the main problems for the regions of Ukraine, the solution of which determines their stable development, is to increase their financial competitiveness, because only with the help of finances can the development of the region and the country as a whole be significantly intensified. language, ie without sufficient financial resources such development is impossible.

Therefore, ensuring the financial competitiveness of the region in order to implement the priorities of today's regional policy of sustainable development requires a systematic and comprehensive study of production, economic and financial activities of economic relations, as well as diagnostics based on the use of indicators to identify imbalances and determine the likelihood of destabilizing factors. Local expenditures are financed from local budgets, capital construction, investment and innovation activities are carried out, the socio-cultural non-productive sphere is maintained – education, science, physical culture and sports, health care; public authorities, law enforcement agencies are detained. The state financial resources of the region include local budget funds, deductions from the State budget, extra-budgetary funds, revenues from property and financial activities of government bodies, trust funds, which are managed by state authorities. The non-state financial resources of the region include funds of enterprises and organizations, funds of the population, as well as earmarked funds managed by civil organizations, individuals and legal entities. Analysis of the budget of Dnipropetrovsk region for 2014 shows that revenues amount to UAH 8,818 million (including: tax revenues of UAH 3,870 million, official transfers (grants) –4,667 million UAH), expenditures 8,817 thousand UAH, intergovernmental transfers 4,141,685.713 thousand UAH. Regional development programs are also financed – the Program of Stabilization and Socio-Economic Development of Territories – 200 thousand UAH; The program of implementation of the state strategy of European integration at the regional level until 2015 (September, 16, 2005, No. 622-28/IV) – 1,200 thousand UAH). The total cost of the program is UAH 51,207 thousand UAH.

Sources of funding: regional budget, local budgets, other sources, funds of enterprises). That is, it is obvious that Dnipropetrovsk region has a balanced budget potential, therefore, has a high financial competitiveness. Continuing the list of substantiation of financial sources for regional development, we should focus on the implementation of such programs as:

1) The program "Support to Regional Development Policy in Ukraine", estimated at 20,000,000 euros. The term of implementation

of this Financing Agreement started on December, 19, 2012 and ends 84 months after this date. There is direct funding from the state budget;

2) the state fund of regional development is created for realization of investment programs (projects) of regional (interregional) value and those which are realized in the cities of regional value, at least, 1,000 thousand UAH; for investment programs (projects) of district significance and those aimed at solving the problems of one or more territorial communities (cities of district significance, villages, settlements) at least, 200 thousand UAH;

3) co-financing from local budgets and other sources is provided in such amounts for investment programs (projects) implemented in Kyiv at least 20% of the total amount provided for their financing from all sources in the current budget period; for investment programs (projects) implemented in regional centers at least 10% of the total amount of funds provided for their financing from all sources in the current budget period; for investment programs (projects) implemented in cities of regional and district significance, as well as for objects that belong to the common property of territorial communities of villages, settlements, cities and are managed by regional councils at least 5% of the total amount funds provided for their financing from all sources in the current budget period.

International technical assistance may be involved in the form of: any property necessary to ensure the implementation of the tasks of projects (programs), which is imported or purchased in Ukraine; works and services; intellectual property rights; financial resources (grants) in national or foreign currency; other resources not prohibited by law, including scholarships. In particular, 17 million euros was provided by the European Commission under the Development and Cooperation European Aid Program and aimed at implementing socio-economic development programs in the regions of Ukraine, interregional cooperation with local communities to implement social projects and initiatives to meet needs. displaced persons.

It is well known that investment resources are unevenly distributed across the world, national and local economies: about 90% of them are collected by the world economy, about 7% on the national level and only 3% of investments are attracted to local economic projects. It is

clear that if the region intends to develop, it will have to obtain the necessary resources at the global economic level.

This means that the region must inevitably position itself as a "springboard" for the launch and implementation of the most promising world-class projects.

Summarizing our research in the field of forming the financial potential of the region and financial resources, it should be noted the main competitive advantages that have already been formed and are still being formed under their influence.

As a measure of financial competitiveness, we propose to use a harmonized system of indicators that allows you to compare different indicators to obtain information about the depth and nature of processes occurring in a given area, which, in fact, create a system of indicators to determine financial competitiveness. They include: indicators of the general estimation of saturation of the territory of the region with elements of productive forces and development of the territory of the region and the indicators reflecting: scales of economy of the region; the effectiveness of the region's economy; the quality of population reproduction in the region; condition and reproduction of fixed assets in the region; self-sufficiency of the region; the level of cooperation in the region; financial flows in the region; living standards of the population of the region.

It is also advisable to include in the list of indicators that will assess the level of financial competitiveness of the region, in particular: financial depth ratio, indicators of the ratio of total trading in the market and net interest income of banks, the ratio of banks and non-bank financial institutions, the ratio of banks and market capitalization, the ratio of bank assets to GDP, the liquidity ratio of the capital market. But, of course, this list can be supplemented taking into account the possible (potential) competitive advantages of the region. All the above groups of indicators should be considered in modern Regional Development Programs at the legislative level, in particular in the State Strategy for Regional Development until 2020. Analyzing and comparing the latest State Strategies of Regional Development (for the period up to 2015 and for the period up to 2020), it should be noted significant differences first, in the vector of formation of competitive advantages and mechanisms for their implementation.

Thus, the course to increase regional competitiveness (including financial) through the diversification of instruments is obvious. Thus, in particular, the emphasis in the newly adopted Regional Development Strategy in accordance with this priority is placed on:

1) ensuring the development of urban infrastructure;
2) support for the integrative role of cities as centers of economic and social development;
3) improving transport accessibility within the region;
4) rural development;
5) development of intellectual capital;
6) increasing the level of innovation and investment capacity of the regions;
7) development of business environment and competition in regional commodity markets;
8) rational use of natural resource potential;
9) preservation of cultural heritage and the most valuable natural areas;
10) development of cross-border cooperation;
11) diversification of energy supply sources and increasing the level of energy efficiency in the regions.

In our study, the creation of a strong financial potential of the region is the subject of ensuring the implementation of the Strategy/Program to increase its competitiveness. In general, the component relationship within the proposed mechanism is shown by us in *Figure 1*.

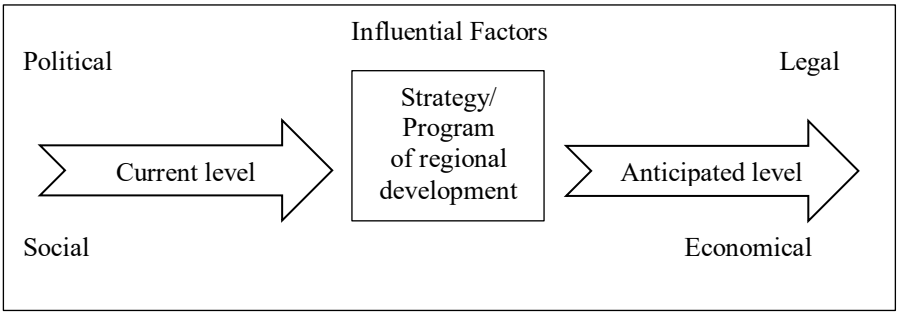

Figure 1: Mechanism of formation and implementation of strategies/programs of regional development with provision of competitive advantages

Source: developed by author

Summarizing the abovementioned considerations, it should be noted that the successful formation of key success factors (competitive advantages) of the region at the local, regional, sectoral and macro-economic levels under the influence of socio-economic and political-legal environment, taking into account the analysis of the current situation and design financial potential of the region, which, in turn, is the basis for ensuring high competitiveness of the region (including financial). The basis of successful regional development should be the logical-structural scheme proposed by Segvari "from communications – to capital" (2014), which in terms of domestic science can be formulated as a chain of formation of strong financial potential of the region through effective communication with the government. formation of a high status of trust, which together are transformed into normatively implemented information, which forms a system of knowledge required for the formation of capital in the region, i.e: communications → trust → information → knowledge → capital.

CONCLUSIONS

Thus, the financial potential (as opposed to financial resources) forms the preconditions for ensuring the positive dynamics of the region's development due not only to available resources, but also untapped opportunities. That is, it characterizes the financial power or ability of the region (its individual subjects) to participate in the creation of material goods and services, thus forming its competitive advantages. Understanding the financial competitiveness of the region as its ability to effectively use and attract financial resources on a competitive basis in order to expand the total financial potential (primarily budget, tax, banking and credit, insurance, stock and investment). Financial competitive advantages (subject to successful implementation of Strategies and programs of regional development) should be: tax, budget, price, investment, institutional, social and regional policies. At the same time, the assessment of the financial competitiveness of the region should be carried out using a system of indicators. Analysis of the main legal documents that justify the formation of the mechanism of financial competitiveness at the regional level in Ukraine shows significant differences in the vector of

formation of competitive advantages of regions and mechanisms for their implementation.

The course of European integration led to the detailing of normative documents taking into account European initiatives in the implementation of regional mechanisms, in particular, changed the priorities of regional development, development principles and mechanisms for its implementation (especially in strengthening and branching financial support). Reforms have been launched in the area of reviewing the responsibilities of regions and local governments, which has already had some effect on strengthening competitive positions in market conditions, which requires an assessment of the region's budget potential and is a prospect for further research.

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JEL: B15

ECONOMICS THROUGH THE PRISM OF PLURALISM

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Abstract: *Pluralism implies co-existence of many diverse properties and interests. As the well-known American economists, Nobelists Paul Samuelson and William Nordhaus note, even such economic giant as the United States is developing through mixed economy. It is a mixed economy. American economist Harry Rosen also notes that the economy of the United States is a mixed system.*

Keywords*: universal welfare, pluralism, progressiveness*

INTRODUCTION

In 1990, the paper "The Question of Borrowing Ideas in the Theory of Pluralism" has been published in Georgian journal of "Economist" (Kharitonashvili, 1990). In the past, there was still a lot of discussions about a universal welfare society (Erhard, 1976). But the discussion over the universal welfare turned out to be an ideological myth. Sharp economic polarization began in the countries of classical capitalism and in the former socialist countries.

In such a situation, discussion on pluralism has become relevant again. In the modern civilized but still contradictory world it has not lost its relevance yet, and in the context of the modern pandemic the question has emerged with all its intensity.

MATERIALS AND METHODS

George Soros the head of the Soros Foundation notes that "In his Philosophy of History, Hegel discerned a disturbing historical pattern the crack and fall of civilizations owing to a morbid intensification of their own first principles". Further Soros writes, "I now fear that the untrammelled intensification of the laisses-faire capitalism and the

spread of market values into all areas of life is endangering our open and democratic society. The main enemy of the open society, I believe, is no longer the communist but capitalist threat" (Soros, 1997).

George Soros refers to the idea of Karl Popper, provided in his book "Open Society and its Enemies". According to Hopper, "no one has a monopoly on the truth; different people have different interests, and there is a need for institutions that allow them to live together in peace. These institutions protect the rights of citizens and ensure freedom of choice and freedom of speech" [ibid]. As Soros notes, "the collapse of communism laid groundwork for a universal open society, but the Western democracies failed to rise to the occasion. The new regimes that are emerging in the former Soviet Union and the former Yugoslavia bear little resemblance to open societies. The Western alliance seems to have lost its sense of purpose, because it cannot define itself in terms of a Communist menace" [ibid]. Soros tries to prove that an open society is also "threatened from the opposite direction - from excessive individualism. Too much competition and too little cooperation can cause intolerable inequities and instability" [ibid].

"Insofar as there is a dominant belief in our society today, it is a belief in the magic of the marketplace. The doctrine of laisses-faire capitalism holds that the common good is best served by the uninhibited pursuit of self-interest. Unless it is tempted by the recognition of a common interest that ought to take precedence over particular interests, our present system – which, however imperfect, qualifies as an open society is liable to break down: the free-market regime that prevailed a hundred years ago was destroyed by the First World War. What used to be profession have turned into business. The cult of success has replaced a belief in principles. Society has lost its anchor" [ibid].

As in case of illness the main thing is to make a correct diagnosis, the same can be said in case of economy – when the economy is in crisis it is very important to make a correct diagnosis and to find a real solution for it. The crippled economy can be recovered only that way.

Georgian thinker Niko Nikoladze pointed out that there are different means for the patient, by virtue of which the disease gradually retreats,

and with a good care and treatment the patient is saved and lives longer, the same way, there are different means for the economics that can be used in a difficult situation (Nikoladze, pp. 23-24).

We cannot agree with the obsessive teaching of some modern politicians and economists about "pure capitalism". Attempts of using the classical model of capitalism should be considered as archaism. In the current situation progress and development can be achieved through the synthesis and development of various economic relations through pluralism.

Pluralism (lat. *pluralis* – plural) is a philosophical position, according to which there are several or numerous principles or the forms of existence, the foundations and types of knowledge, which are interdependent but irreducible to the other.

In modern political science, pluralism is a point of view, according to which a state can be transformed into a universal social democracy expressing collective principles of organized groups (economic unions, trade unions, joint stock companies, cooperatives, kibitzes, moshavs, corporations, ecclesiastical organizations, political parties, etc), but not the monopolistic corporations. Pluralistic democracy is the highest form of democracy.

The economic basis of a pluralistic society should be the public property combination with the private property. Also, it requires the existence of different forms of corporate, municipal, trade union ownerships and their interests.

The concept of a pluralistic economy was suggested by American economists E. Ginsberg, D. Hiestand, & B. Reubens (1965). They consider a three-sector model to be realistic, which includes organizations such as hospitals, universities, charities, etc, in addition to private and state-owned enterprises, i.e. institutions that cannot make a profit (Narr, 1969, pp. 34-35).

The German neoliberals W. Eucken, & D. Erhard et al. (1971) have developed their own version of the theory of a pluralistic society: According to them, the development of capitalism includes three phases:

1) class society of the 19th century;
2) pluralistic society

3) formed society.

In the present paper we focus on a pluralistic society. The first phase is still characterized by the existence of the antagonist classes and the class struggle. In the second phase the class society is replaced by pluralistic society or organized unions of "stable groups" consisting of enterprise organizations and trade unions struggling for distribution of national income. The economic basis of the pluralistic society is the social market economy, where the main goal of production is profit, and the market plays a critical role in economic life. According to neoliberals, the free social market economy or social market economy is neither capitalist nor socialist. This is the third way. They criticize capitalism referring it as a distorted form of market economy, and at the same time are against the socialist economy. They consider the social market economy to be the necessary condition for welfare of the whole society.

RESULTS

The leitmotiv of the *laissez-faire* (Marquis d'Argenson, J.C. de Gournay, & Le Gendre) is the same as the Adam Smith's theory of invisible hand. For the first tome the metaphor of "invisible hand" appeared in Adam Smith's "History of Astronomy". A. Smith speaks about the Jupiter's "invisible hand", which regulated the world and maintained order, coordinated the private and public interests. Further the expression "invisible hand" is found in The Theory of Moral Sentiments (1759). The metaphor "invisible hand" became popular in the second half of the 19th century (Kenneth Arrow, & James Tobbin). According to that principle, in market economy the impetus of each person is just private interests, which are eventually related to public interests.

According to Adam Smith, "any individual endeavours to employ his capital so that to produce greatest value. He generally does not intend to promote the public interests, he intends only his own security and his own gain, and in that he is led by an invisible hand". As Adam Smith states, there is no other motivation for economic exchange in the market than personal interest (Todua, 2000, p. 91).

The economists considered Adam Smith's policy of "invisible hand" to be the universal mechanism. They believed that it would play

the role of the law of universal gravitation in society. However, the concept of freedom in economics did not play the role of the law of universal gravitation in the development of society [ibid, p. 86].

The doctrine of "invisible hand" concerns the economies, where all markets are characterized by perfect competition. If monopolies dominate and there are some other imperfections, the effective means of "invisible hand" will disappear. As Adam Smith's "invisible hand" doctrine is no longer working, the government intervention is necessary (Samuelson, & Nordhaus, 1992, p. 86).

Adam Smith's principle of "invisible hand" can be successfully replaced by Nash equilibrium called after the modern economist-mathematician, winner of the Nobel (1994) and Abel (Mathematics) Prizes, John Nash. According to Nash equilibrium, the best strategy for the society is the one which implies that each member of the group takes into consideration not only his own self-interests but also the interests of the others. The profit of one actor depends not only on his activity but on the activity of the other actors. "Nash equilibrium is the situation in which economic actors interacting with one another each choose their best strategy given strategies that all the other actors have chosen" (Mankiw, 2007, p. 368).

Nash equilibrium principle implies humanity, wisdom and insight that is necessary for having a buying power in a successful society, where the goods produced in the principle of "invisible hand" can be easily realized.

DISCUSSION

In pluralistic society, it is necessary to gradually change the economic conditions and the world view. The world will not be the same as it was hitherto. The intellect, new technologies, freedom, new relationships, creative work and team work will be paramount. Talented people will be (should be) in government. It will be most important for people to about their future. The education system will undergo significant changes, there will be a need for equality and justice, unity, solidarity, teamwork.

In modern world the "successful" persons accumulate so much fortune that they do not know what to do with that. They are self-

satisfied and proud of their wealth, but they do not understand that there is no good in that. Media often publishes information about the rich who have multi-million apartments, cottages, cars. In conditions of the current pandemic, 60 billionaires have been added to the Forbes list of billionaires. Some of them are even involved in the business of counterfeit vaccines selling them at high price to make more money. In general, greed for wealth is more typical for those who have lived a hard life. A famished person will never be satisfied.

As Vazha-Pshavela (2012), the great Georgian poet writes, "a free person should behave so that not to cause harm to others, especially to the society. His action should be directed towards the well-being of the country. Otherwise his free action will be banditry, as each bandit acts freely only for personal benefit".

Speaking about pandemic Pope Francis I. calls on people to keep their gaze fixed on the poor, especially during the Covid-19 pandemic. According to him, "Generosity that supports the weak, consoles the afflicted, relieves suffering and restores dignity to those stripped of it, is a condition for a fully human life" (Vatican News, 2020).

One of the characteristic features of pluralism is generosity: the former President of Uruguay has turned down the pension from his time as a senator. He and his wife live in a modest house on the farm and grow flowers (BBC News, 2020). Similarly, the President of Finland walks the dogs in the street without his guards, and the President of Switzerland commutes to work by train. Germany exports 18 million Mercedes a year, but the German Economy Minister rides a bicycle for the publicity. There are lots of examples of generosity in different countries of the world including Georgia, e.g. one of the bakeries distributes bread for free every once a while. Another bakery has such a price list: a loaf of bread 1.20 GEL (for those who do not have enough money 1 GEL). In pandemic conditions, some young people bought a sack of flour, baked and distributed bread for free. One of the pizza delivery drivers found a wallet with 600 GEL in it. He did his best to find the owner and returned it to him saying that he would rather earn a living by pizza delivery than spend someone else's money. On the other hand, some generous people helped him pay the tuition fee. There are lots of examples of such human action.

"Whatever is received is received according to the nature of the recipient" (Thomas Aquinas Quotes, 2020). Such is the highest level of mentality in pluralistic society!

In pluralistic society diversified ownership and interests are necessary. In the system of ownership, the state and social ownership must co-exist that will be the sources of budget and the warrant of social security.

Professor Mariana Mazzucato speaks about the role of the State in economy in her book "The Entrepreneurial State". In her further work "Mission-Oriented Innovation Policy" (2017), she continues discussion on the role that the State can play in economy and writes: "Public, private and third sector actors can work together in new ways to co-create and shape the markets of the future. We can learn from practical policy experiences to foster a more coherent and cohesive framework across sectors, institutions and nations. Only in this way can investment led growth help address not only the growth problem but help solve the wicked 21st century challenges ahead" (Mazzucato, 2017, p. 34).

In pluralistic society it is necessary to introduce an effective distribution mechanism, i.e. progressive system of taxation that will provide distribution of wealth so that the rich will have as much as they need for their well-being and for implementation of important projects. Ultimately, they will reap a greater profit if the rest of their wealth will be distributed and consumed in the society. As the proverb says, "A good deed is never lost". According to Confucius, a Chinese philosopher and politician, "The superior man *thinks* always of virtue; the *common humanity thinks* of *comfort*".

CONCLUSION

The solution is in democratic centralism. In extreme situations (crisis, wars, pandemics) the economic role of the State increases. Georgian economist, Academician Vladimir Papava (2021) notes that "If we want to escape economic difficulties once and for all and become a developed society, the priority must be given to the science and education, which will create high-tech products. We need to develop such sectors of economy as industry and agriculture" (Papava,

2021). In pluralistic society, anyone both rich and poor should have their own space, their own means of subsistence. Anyone should have a chance to overcome hardship. Everyone in this country are striving for changes. There is nothing permanent – no position or influence is constant. Only good deeds remain forever. Pluralism is the human way of development for society – the formula of existence for humanity!

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JEL: J32, M52

INNOVATIVE APPROACHES TO THE LABOUR FORCE STIMULATING

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***Abstract**: Motivation is the most effective mechanism of personnel management, is a decisive factor in the formation of professional and social competencies in the corporate environment. In combination with tangible and intangible incentives, it is designed to create a favourable "business climate" and optimal working conditions for staff. In turn, deeply motivated staff, focused on the result, creates all the prerequisites for the effective functioning of the company in a competitive market environment. The innovative approaches to the motivational mechanism formation are discussed in this paper. The prominent scientific papers in this field is analysed. Authorial view is presented and own mechanism is built to the motivational encouragement of staff.*

***Keywords**: incentives, motivation, labour forces, staff, innovative motivational mechanism, staff development*

INTRODUCTION

In the market conditions of business entities in Ukraine, a special place in the system "employer – employees" have a relationship to stimulate the work of the latter. Today, the inefficiency of the current system of labour incentives in Ukraine is due to the consequences of the socio-economic and political crisis in the country and previous miscalculations in the implementation of market reforms, and the inefficiency of mechanisms in the field of social and labour relations in general. As a result, there are obvious contradictions between outdated approaches to employee incentives and their remuneration and efficiency, which affects the overall performance of enterprises.

In these conditions, it is important to find an effective mechanism to stimulate the work of staff, subject to the goals of improving the performance of any business entity. Considering the current situation on the labour market and relying on the analysis of a large Internet recruitment agency Rabota.UA, it should be noted the following dynamics: almost 50% of respondents "Results of the year" are already well employed, but are considering interesting proposals from other employers; 34% of respondents are actively studying the offers of employers, as they are currently out of work; 15% of respondents are completely satisfied with their work and do not consider other vacancies, and 2% of respondents do not work and do not look for work. The abovementioned statistics clearly show a certain dissatisfaction of employees with the current level of their well-being, which today is mostly measured by material remuneration in the workplace. Prospects are also disappointing today: 60% of respondents plan to change jobs in 2016, and every third participant in the survey (33%) plans to engage in professional development and attend specialized courses, trainings, seminars to ensure salary growth and career growth. Meanwhile, 7% of respondents believe that their income will remain at the level of 2015, and 8% are afraid of salary cuts. Agreeing with the definition of M. Murashov (2005), work incentives is, above all, external motivation, an element of the work situation that affects the behaviour of the employee, that is a material shell of staff motivation. At the same time, the concept of labour incentives carries an intangible component that allows the employee to fully realize themselves.

MATERIALS AND METODS

Methods of analysis and synthesis have been implemented in this research. Comparative approach and statistical analysis have been used for labour market description in Ukraine. Construction method and graphic analysis have been used in the presentation of research results.

RESULTS

Thus, labour incentives should be considered as a system of economic forms and methods of motivating people to join the work process. Its main goal is to increase the labour activity of the personnel

of enterprises, increase the employee's interest in their own end results and results of the enterprise as a whole. In other words, we mean ensuring the greatest possible growth of the company's profits by improving the quality and efficiency of each employee. The professional activity of the employee depends on many factors, including the content, conditions, complexity, intensity, harmfulness of work, job satisfaction, psychological climate in the team, leadership style, and in accordance with the conditions of work incentives. The latter directly affects the quality of work and, consequently, the career of the employee. If the work satisfies both financial needs and internal needs, the employee will feel harmony, respectively job satisfaction in general, which will contribute to his professional development and self-realization. In our opinion, to create an effective system of labour incentives in the enterprise should be based on the dominant motives of work. Today, the main motive for employees is only remuneration (material incentive).

However, this does not mean that labour efficiency depends only on wages and bonuses, allowances and surcharges, valuable gifts, etc.; incentives to work are linked in a multifactorial system. It is well known that the main principle of the incentive system in any business is an individual approach to determining the amount of remuneration of employees on the basis of systematization, scientific substantiation of criteria and procedures for evaluating the performance of employees and performance of their duties. In this case, according to Lukicheva (2004), it should be considered such factors as: the results and results of the enterprise as a whole; individual contribution of each employee in achieving the final results of the enterprise; efficiency, productivity and quality of work.

It should also be remembered that labour incentives today are aimed at increasing the volume, expanding the range, improving the technical level and quality of products, active introduction of innovative approaches in all areas of enterprise management (both at the management level and at the level of innovation in specific jobs). In turn, efficient and high-quality work leads to a reduction in production costs (services) and increase the profitability of production, resulting in the possibility of additional material remuneration of employees.

In addition, it should be noted that a solid foundation for the invention of incentives lies in the psychology of labour behaviour of each employee. According to research by the hiring company WORK.UA (2015), among the typical reactions of employees should be noted: misunderstanding of the tasks of managers; lack of desire to work productively after the first failure (difficulty of work, technical imperfection of operations, misunderstandings with colleagues or management, understaffing, etc.); negative perception of any feedback (criticism, comments, advice, etc.); underestimation of the importance of communication with colleagues (teamwork); assessment of only own merits (own contribution).

However, there is a set of standard recommendations that can solve the above problems of employees and change reactions under the influence of incentives: responsibility, focus, visibility in the work place (high quality and productivity), self-improvement, continuous training and development, ability to cope, stress resistance and creativity. Therefore, considering the results of theoretical and practical research, we have developed a logical and structural scheme for building an effective mechanism to stimulate staff at the enterprise, which is universal and has an advisory nature for any enterprise (organization, institution). It is shown in *Figure 1*.

Speaking of labour incentives, we should consider its close connection with the rationing of labour, which includes a clear establishment of qualitative and quantitative labour standards. It is also necessary to take into account such methods of labour motivation as: organizational production methods; material differential systems; socio-psychological methods; improving working conditions; awarding; meaningful enrichment of labour; production rotation; participation of employees in the company's profit; favourable climate; social programs; staff development; career growth; participation in the management and co-management of the enterprise; organization of labour competitions, etc.

It is expedient for each enterprise to develop its own quantitative standards and qualitative characteristics for each of the indicators. They should be considered when assessing the business qualities and qualifications of employees, in the formation of the remuneration system.

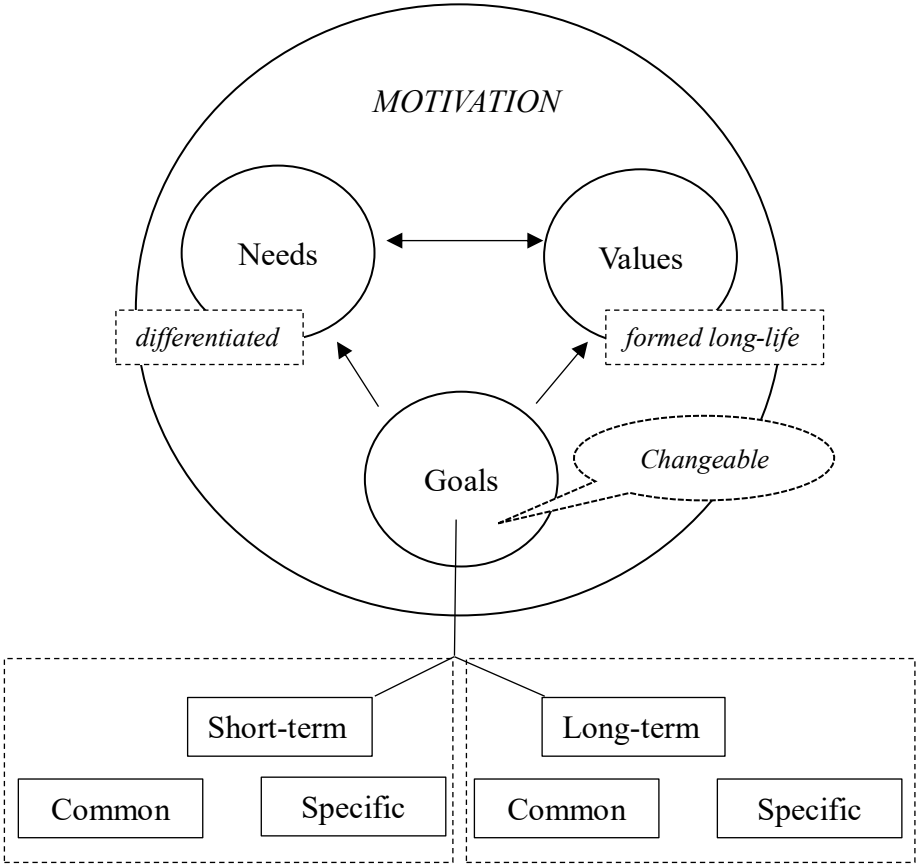

Figure 1: Formation of the mechanism for motivation in the corporate environment

Source: own development

In addition to common indicators for all categories of employees (education, experience, experience), it is recommended to provide special evaluation criteria for each employee. Recently, the leading role in the formation of professional and social competencies in the corporate environment belongs to the mechanism of motivation. It determines the success of companies in the market, as it is the main stimulus for the efficient use of labour resources. However, on the other hand, being the main element of the personnel management system, it must fit organically into the set of related organizational,

regulatory and evaluation subsystems, which determines the relevance of research in this area.

In the traditional sense, the mechanism of effective personnel management includes the following components of the subsystem:

1) Motivation;
2) Leadership;
3) Staff development;
4) Evaluation and recruitment;
5) Teamwork;
6) Methods of certification and staff incentive programs;
7) Conflict management;
8) Time management;
9) Recruitment;
10) Staff marketing.

In our understanding, personnel management is a process of purposeful influence on the company's staff and all types of work processes to achieve the company's success in the market.

It is necessary to differentiate both short-term and long-term goals, and cover various aspects of staff development, including financial issues of training and retraining, budgeting of personnel costs, career development management, staff assessment, management of operational working time, optimization of working conditions and other. What is motivation as a component of the personnel management mechanism? First of all, motivation is the driving force for achieving the goals set for staff. It is formed under the influence of internal features of the enterprise and the external environment.

Moreover, motivation is mainly an emotional component for staff, as it is based on a personal vision of the prospects for achieving goals. For high-quality, timely and accurate work, employees need certain incentives and precise directives. In most cases, wages are the main incentive for them to perform the work in accordance with their position.

Recently, however, the salary does not play a major role in the employee's decision to perform their duties, and even more so, is not a decisive factor in the "loyalty of the company".

The so-called intangible factors of staff motivation come to the fore.

If such motivation is lacking, the quality of work will sooner or later deteriorate. To stimulate employee interest, you can use general or specific motivational strategies, depending on the situation.

Each type of labelled strategy includes a soft and hard stereotype of influence. The basic principles of a soft stereotype of motivational strategy are based on unobtrusiveness.

These include logical arguments, emotional appeals, advice and praise. The rigid stereotype of a motivational strategy is based on the establishment of barriers, preferences, the possibility of using pressure and ranking staff.

Specific motivational strategies focus on the need to prove the facts, the expression of feelings, indicating the "right" and "wrong" actions, the possibility of conflict threats.

Numerous theories of motivation developed by foreign scholars and practitioners, including the theories of motivation of Herzberg, McClelland-Atkinson, Vroom, Porter-Lawler, Stringer, are based on meeting the needs of workers, which means that each of them is based on a pyramid of satisfaction.

It is difficult to disagree with the importance of this discovery, including in terms of psychology of individual behaviour in the team, in terms of building social policy and developing a strategy for economic development of the enterprise. However, we should not forget about the peculiarities of the environment in which the company operates, and the impact of so-called "unpredictable" factors of influence (Hetman, & Shapoval, 2010).

The mechanism of staff motivation in the corporate environment is formed under the influence of short-term and long-term goals of the company (the vision of the owner or top management).

Because each employee has their own short-term or long-term goals, working or applying for a particular job, an important aspect is the plane of coincidence (or divergence) of mutual interests and goals.

In addition, we should not forget the psychological context of the problem, e.g. each person has his own priority in meeting the needs, needs under the influence of established values. Schematically, such an approach to the formation of the mechanism of motivation can be represented in *Figure* 1.

The conclusion suggested by the step-by-step formation of the motivation mechanism according to the proposed scheme is very simple: success in effective personnel management to achieve both short-term and long-term goals of the company will be provided only if the personal goals of employees in meeting their primary and secondary needs will coincide with the goals and vision of the owner (top management) regarding the prospects of enterprise development.

If differences are observed, the degree of these differences will determine the so-called "risk area" of conflicts, misunderstandings and deviations from the adopted development strategy of the company, which may ultimately lead to destabilization of its activities.

Based on the above, the degree of success of the company can be determined by the scheme shown in *Figure 2*.

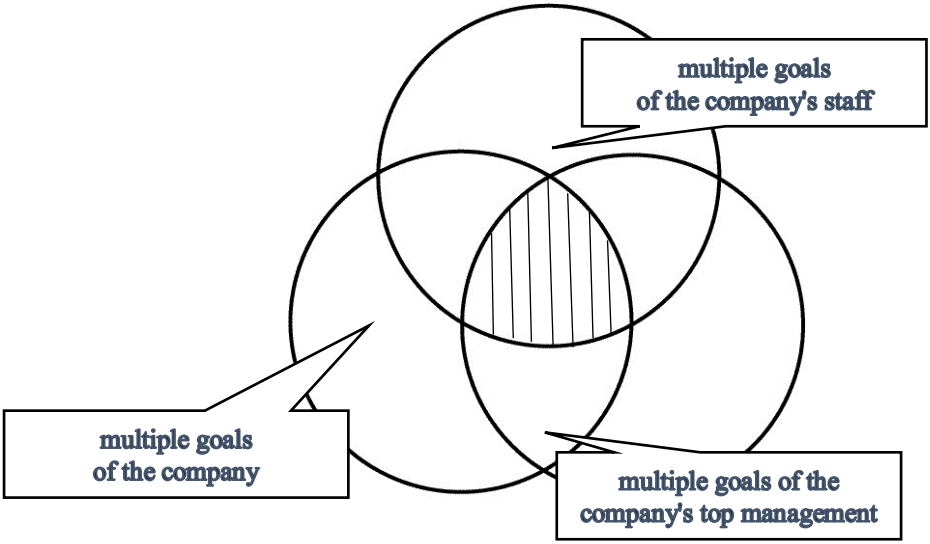

Figure 2: Determining the degree of successfulness of the company based on the goals' interdependence

Source: developed by author

However, in the seeming simplicity of success, which depends on the degree of coincidence of goals, there is a hidden threat: under the fear of losing their jobs, employees can hide their real intentions and be satisfied with the provided "benefits" of the company without the

need for "return". A legitimate question arises: "How to identify the real goals of the employee?" Our advice in this case will be to build an interview (questionnaire, or other type of survey) of employees in terms of the following issues:

1. What do employees think is the company's primary goal? The answer to this question will reveal the real understanding and awareness of employees (or lack thereof) of the main interests of the company in business. The expediency of this issue is due to the need to establish clarity of understanding of the company's principles, priorities for its development and main tasks.

2. What obstacles exist in achieving the best effect from the performance of their duties by employees?

3. What really are the motivating factors for your employees? It is erroneously believed that all employees are motivated equally by salary. In fact, employees are guided by a number of different factors. Therefore, the need for this issue is explained by identifying the real causes and incentives for their work - financial reward, status, praise and recognition, image, competition, employment, public recognition, fear, perfectionism, individual results and more.

4. Do employees know their real powers? As a result of answering this question, it becomes possible to find out how employees understand and accept job descriptions; to what extent they allow autonomy in order to give them the opportunity to find their own solutions or they prefer to strictly follow the list of tasks.

5. Which of the latest changes in the company affect the motivation of employees? If a company has reduced "inefficient employees", imposed a moratorium on recruitment or lost a number of "key executives", this will undoubtedly affect the motivation of "remaining staff". Gathering information from employees about their fears, thoughts and problems related to such events will be extremely important to increase the motivation and motivation of other staff.

6. What models of motivation are used in the company? Which categories of the company's staff are the most motivated and why? What is the staff's assessment of the existing staff motivation system?

7. To what extent do the personal goals of employees correspond to the goals of the company? The top management of the company should establish how the employee organizes his working hours and

how it corresponds to the company's idea of effective organization of the working day.

8. What are the real feelings of employees about stability? This question involves finding out how safe the company's employees are, how much they are really needed, how much they are valued and how much they are cared for? Do they feel used, unnecessary and invisible? What will improve their loyalty and devotion?

9. How do employees participate in the development of the company? Does the top management of the company listen to the issues and opinions of its employees? Are management consultations with management or in interpersonal communications acceptable? Is there feedback?

10. Does the internal image of the company correspond to its external image in the market in the opinion of employees? Disclosure of real goals of motivation (motivators) will help to coordinate the process of personnel management in an effective direction and build a policy of personnel management in accordance with the vision of successful operation of the company in the market (*Figure 3*).

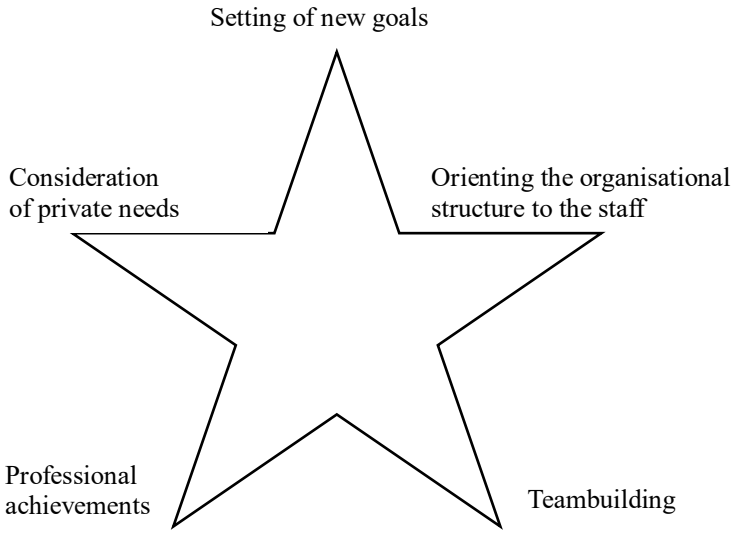

Figure 3: "Pentagram" of key success factors based on the motivation strategy

Source: own development

The following steps will be practical ways to increase employee motivation:

1. Awareness of the real needs of staff.
2. Setting achievable goals and objectives.
3. Avoidance of "monotony of work" and its diversification.
4. Avoidance of demotivation.
5. Creating a favourable environment and working climate.

It should be remembered that the main obstacles that destabilize the effective work of staff, according to a survey of leading European experts in the field of HR engineering research, are:

- lack of proper workplace arrangement;
- uncertainty of the degree of responsibility;
- lack of clear instructions for the performance of work;
- lack of necessary information about the work performed and the company as a whole;
- lack of goals or setting unrealistic (unattainable) goals;
- lack of recognition;
- "opaque" decisions in relation to the stimulation of staff;
- indifference to staff;
- bias and unfounded judgments;
- spreading unjustified rumours about employees who tarnish their reputation.

According to the paper of the famous American businessman Streleski (2009), the most obvious, clear and unambiguous factors of intangible motivation of the company's staff are:

- positive (favourable) atmosphere in the workplace (flowers, fresh air, coffee, sweets), which lifts the mood and helps to improve efficiency;
- the possibility of communication, exchange of views, greetings of employees; - attention, responsibility, respect for employees;
- small gifts for birthdays and holidays;
- conducting internal seminars;
- building a flexible work schedule for employees;
- optimization of working hours, home office, breaks;
- the interest of management in the opinions and ideas of employees;

- providing truthful information to all employees;
- organization of "family recreation" for staff. In our opinion, the proposed list of intangible incentives should be adjusted to the condition of the national economies, limiting it to the following areas:
- involvement of employees in the formation of strategy and philosophy of the enterprise;
- qualified description of responsibilities in the performance of work;
- comprehensive and truthful informing of employees about the company's activities;
- adaptation of employees to teamwork;
- clear setting of goals and objectives;
- demonstration of effective work on the personal example of top managers;
- equivalent communication with employees and respect for them.

CONCLUSION

Thus, summarizing the above research results, it should be noted that motivation, as the most effective and efficient mechanism of personnel management, is a decisive factor in the formation of professional and social competencies in the corporate environment. In combination with tangible and intangible incentives, it is designed to create a favourable "business climate" and optimal working conditions for staff.

In turn, deeply motivated staff, focused on the result, will create all the prerequisites for the effective functioning of the company in a competitive market environment. And this, in turn, will contribute to the smooth functioning of the labour market at the local level.

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JEL: M12, M53

MODERNE BILDUNGSTECHNOLOGIEN IN DER AUSBILDUNG ZUKÜNFTIGER HR-MANAGER

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Abstrakt: *In unserem Artikel wurden die relevanten Fragen der Ausbildung von hochprofessionellen Fachleuten im Bereich des Personalmanagements beschrieben. Verschiedene moderne Bildungstechnologien wurden diskutiert und charakterisiert. Die Autoren bieten an, Bildungstechnologien in drei Abteilungen einzuteilen: Bildungsprozess-Technologien, Technologien der Organisation von Bildungsprozessen und Technologien des Bildungsmanagements. Die Autoren analysieren die Vor- und Nachteile der oben genannten breiten Typologie und weisen auf die Bedeutung ihrer Interaktionen und gegenseitigen Abhängigkeiten hin. Der Platz des Personalmanagements im modernen Konjunktursystem wurde gerechtfertigt. Es wurde Akzent auf die Notwendigkeit gesetzt, hochqualifizierte Personalmanager mithilfe moderner Technologien aus dem realen Leben zu schulen, wie Workshops, Fallstudien, interaktive intellektuell wettbewerbsfähige Spiele mit einem echten Hintergrund usw. Der integrative Mechanismus des Workshops basierend auf einer Fallstudie für Personalmanager wurde von den Autoren entwickelt, um eine effektive Ausbildung in den Hochschuleinrichtungen, einschließlich der ukrainischen, zu organisieren. Autorenvorschläge haben einen praktischen Charakter, der durch die Umsetzung in die realen Geschäftsprozesse und Startup-Ideen bewiesen wird. Die Autoren hoffen, dass die entwickelten Methoden die qualifizierte Ausbildung zukünftiger Personalmanager während ihres Studiums an Universitäten unterstützen können.*

Schlüsselwörter: *Bildungstechnologien, Fallstudie, Gamification, Workshops, Interaktionsmechanismus, Kommunikation, Personalmanager*

EINLEITUNG

Technologie ist eine Form der Implementierung menschlicher Intelligenz, die darauf abzielt, die Probleme des Seins zu lösen. Der Begriff "Bildungstechnologie" bezeichnet die Definition einer allgemeinen Strategie für die Entwicklung des Bildungsraums. Da die Persönlichkeitsbildung und ihre Professionalität im Bildungs-raum stattfinden, kann argumentiert werden, dass die Bildungs-technologien die Zukunft der gesamten Gesellschaft bilden. Die Konzepte der pädagogischen Technologie und der Lerntechnologie sind relativ eng. Die erste ist eine aussagekräftige Taktik für die Implementierung von Bildungstechnologien unter bestimmten Studienbedingungen, unabhängig vom Studienfach. Es beschreibt die allgemeinen Merkmale der Implementierung pädagogischer Prozesse. Im Gegenteil, Lerntechnologie bedeutet das Beherrschen eines bestimmten Materials innerhalb einer bestimmten Disziplin. Folgende Gruppen von Technologien können im modernen Bildungsraum je nach Zweck unterschieden werden: informative, gesundheitsschonende, innovative, pädagogische Technologien (modulares, individuelles, interaktives Lernen), die von den Teilnehmern des Bildungsprozesses unterschiedlich wahrgenommen werden. Moderne Bildungstechnologien eröffnen jedoch auch neue Möglichkeiten zur Verbesserung der Qualität von Schulungs-materialien, der Qualität des Bildungsprozesses für Studenten, der Schulung für Menschen mit Behinderungen, der Unterstützung der Dokumentation des Managements und der Rangfolge der Veröffentlichungsaktivitäten der Autoren (Rogach, Frolova, & Ryabova, 2017).

MATERIALIEN UND METHODEN

Moderne Bildungstechnologien eröffnen neue Möglichkeiten für die Kompetenzen, die zukünftige Fachkräfte schaffen, nämlich: Diversifizierung und Verbesserung der Effizienz des Bildungsprozesses. Das breite Spektrum der Bildungstechnologien und ihr Motivations-potential spiegeln sich am besten im Sekundarschulsystem wider, wo die Hauptaufgabe darin besteht, Grundkenntnisse über Natur und Gesellschaft zu vermitteln. Die höhere Berufsausbildung hat andere Aufgaben, aber der Schwerpunkt in der Praxis der Nutzung von Informationstechnologien wird vom pädagogischen zum

organisatorisch-verwaltungstechnischen Bereich verlagert. Unserer Meinung nach können Bildungstechnologien wie folgt klassifiziert werden:

1. Bildungsprozesstechnologien
2. Technologien der Organisation von Bildungsprozessen
3. Technologien des Bildungsmanagements

ERGEBNISSE

Zu den pädagogischen Prozesstechnologien gehören eine Reihe von Methoden und Werkzeugen sowie ein Zusammenspiel von personellen und technischen Ressourcen zur Bildung von Wissen (Fähigkeiten). Wie die Praxis zeigt, spiegeln moderne Lernmethoden die Realität durch Virtualisierung und Präsentierbarkeit auf unterschiedliche Weise wider, nämlich:

- offline (Live-Kommunikation, emotionaler Kontakt);
- online (über das Internet in Echtzeit, einschließlich des MOOC, d.h. offene Online-Massenkurse);
- blendet Learning;
- adaptives Lernen (Identifizierung und Beseitigung von Wissenslücken);
- integrative Bildung (gleichberechtigter Zugang zu qualifizierter Bildung für Menschen mit sonderpädagogischem Förderbedarf);
- invertiertes Lernen (Selbststudium neuer Materialien mit Überprüfung durch den Tutor/Mentor);
- Fernunterricht (unabhängiges Selbststudium);
- synchrones Training (sowohl in Echtzeit durch Präsenz im Klassenzimmer als auch über die Webinare);
- asynchrones Training (mit zeitlicher Verzögerung, z.B. Online-Kurse).

Die Basis der Bildungstechnologien sind pädagogische Technologien. Dazu gehören Technologien wie:

- interaktives Lernen;
- mehrstufiges (differenziertes) Lernen (auf der Ebene der Möglichkeiten und Fähigkeiten der Schüler, Bedingungen für den Erfolg zu schaffen);
- Problembildung ("es ist besser, das Essen selbst zu lehren, als von einem Löffel zu füttern");

- Lerntechnologien für die Zusammenarbeit;
- Projekttraining (Autonomie der Schüler von der Ideenfindung bis zur Umsetzung, Kombination der Theorie mit der Praxis);
- Spieltechnologien (Gamification);
- Web-Quests;
- Fallstudie (basierend auf den tatsächlichen Ereignissen);
- mobiles Lernen (BYOD, d.h. eigene Geräte mitbringen, bedeutet die aktive Nutzung von Smartphones, Laptops und Tablets);
- Brachläge ("die Verwendung von improvisierten Mitteln, aber nicht von Lehrbüchern", ungewöhnliche Verwendung des Objekts für einen anderen Zweck, wie es auf den ersten Blick scheint, ohne methodische Unterstützung);
- intellektuell-wettbewerbsorientierte Spiele mit der Funktion der Beschleunigung (kontrollierter Stress kollidiert Meinungen von psychisch inkompatiblen (oder schwach kompatiblen) Menschen, um Ideen für die Entwicklung kreativen und innovativen Potenzials zu generieren (Halytsia, Schaefer, Mikhieiev, & Kosareva, 2019).

Bildungstechnologien sollten ein modernes soziokulturelles Feld schaffen und die Persönlichkeitsbildung als Fachmann fördern. Der externe Aspekt des Bildungsprozesses hat uns veranlasst, die Technologien der Organisation des Bildungsprozesses und die Technologien des Bildungsmanagements zu trennen.

Zu den Technologien der Organisation von Bildungsprozessen gehören die Organisation digitaler Bibliotheken, Repositories, elektronischer Zeitpläne, Anwesenheitsklassen, Durchsatzsysteme und die Analyse der Unterrichtsqualität.

Bekannte Fälle für den Einsatz von Technologien zur Organisation von Bildungsprozessen sind:

(1) "elektronischer Concierge" (Singapore Polytechnisch University), d.h. die automatische Identifizierung von Studenten, die den Campus betreten; Dieses System informiert über wichtige pädagogische und wissenschaftliche Ereignisse an der Universität, schlägt Bücher vor, die von Lehrern empfohlen werden usw. Eine solche Identifikations-analyse ermöglicht es, den Schülern zu folgen, sie zu unterrichten/zu betreuen, um zu verhindern, dass das Risiko besteht, dass Kurse, Aufgaben oder Prüfungen nicht bestanden werden.

(2) "Electronic Statist" (Curtin University, Westaustralien) hilft, die aktuelle Arbeit von Klassen und Bibliotheken gemäß dem Zeitplan zu organisieren, die Teilnahme zu überwachen und effiziente Entscheidungen über die Organisation des Lernprozesses zu treffen.

(3) Plattformen für künstliche Intelligenz helfen, den Lernprozess zu optimieren. Auf diese Weise kann die Third Space Learning Plattform die Schulungssitzungen mithilfe von Audioaufzeichnungen mit den weiteren Anweisungen für den Lehrer auf seinem Smartphone analysieren, um das Unterrichtstempo in Abhängigkeit von der Aktivität (Reaktion) des Schülers zu ändern.

(4) In das iPad eingebettete "intelligente Tutorials" (Startup 'Little Dragon') können die emotionale Reaktion des Benutzers, seine Langeweile oder Frustration mit dem Ziel unterscheiden, die Benutzeroberfläche des Benutzers auf seine Erkennung zu korrigieren und einen anderen Weg zur Bereitstellung von Informationen zu finden (Ertemsira, & Bala, 2012).

Technologien des Bildungsmanagements zielen darauf ab, ein günstiges institutionelles Umfeld zu schaffen, das zu den positiven Transformationen des Bildungssystems beitragen kann. Für heute wird die institutionelle Grundlage für Bildungstransformationen in der Ukraine durch folgende Institutionen vertreten:

- Ministerium für Bildung und Wissenschaft der Ukraine;
- staatliche wissenschaftliche Einrichtung "Institut für die Modernisierung von Bildungsinhalten";
- Nationale Agentur für Qualitätssicherung in der Hochschulbildung;
- Institut für Probleme der künstlichen Intelligenz des Ministeriums für Bildung und Wissenschaft der Ukraine und der Nationalen Akademie der Wissenschaften;
- Das Außenministerium für Bildungsqualität der Ukraine et al.

Aktuelle Technologien zur Optimierung des Bildungssystems, zur Clusterbildung, zur Bildung von Bildungsbezirken, zum Zusammenspiel von Bildung, Wirtschaft und Regierung sowie zur Organisation der dualen Bildung (Pogatsnik, 2018).

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Die Bedeutung des Personalmanagements liegt heute auf der Hand. Die Personalabteilung ist für Unternehmen in unzähligen Bereichen wichtig, von der strategischen Planung bis zum Image des Unternehmens. HR-Praktiker bieten den Mitarbeitern jedes Unternehmens eine Reihe von Dienstleistungen an. Die Bereiche, in denen die Personalabteilung die Kontrolle behält, können die Erfahrung der Mitarbeiter in der gesamten Belegschaft verbessern und gleichzeitig den Geschäftsbetrieb stärken.

Die Implementierung der modernen Bildungstechnologien in die Ausbildung von Personalmanagern erfordert im Voraus eine klare Beschreibung des Porträts eines zukünftigen Fachmanns, einschließlich geschäftlicher und moralisch-mentaler Qualitäten. Nach verschiedenen Schätzungen verfügen nur 4-6% der arbeitsfähigen Bevölkerung über ausreichende organisatorische Fähigkeiten. Die Nachfrage nach Bildungsdienstleistungen für Schulungsmanager in Bezug auf andere Fachgebiete ist jedoch ziemlich hoch. Der Markt für Bildungsdienstleistungen (sowohl staatlich als auch privat) in der Ukraine für das Fach "Management" ist daher durch einen starken Wettbewerb zwischen Bildungseinrichtungen und hohe Anforderungen an das Lehrpersonal hinsichtlich der Bildung der erforderlichen beruflichen Qualitäten/

Kompetenzen bei den Teilnehmern gekennzeichnet. Deshalb ist es sehr wichtig, die modernen Bildungstechnologien zu besitzen und zu nutzen.

Geschäftsqualitäten von Führungskräften bedeuten eine Reihe von Fähigkeiten und Merkmalen einer Person, die dazu beitragen, den besten Ansatz für Situationen und den kürzesten Weg zu finden, um das Ziel innerhalb der eigenen Kompetenz, Befugnisse und Ressourcen zu erreichen, unabhängige und gerechtfertigte Entscheidungen zu treffen und deren Umsetzung konsequent sicherzustellen. Management-Geschäftsqualitäten sind die Symbiose aus zwei Komponenten: Kompetenz und organisatorische Fähigkeiten. Kompetenz ist die Summe aus Spezialwissen einschließlich Professionalität. Organisatorische Fähigkeiten manifestieren sich in der Fähigkeit, die Situation zu bewerten, die Reihenfolge/Priorität der Aufgabenlösung zu bestimmen und die Bedingungen für ihre Implementierung zu berechnen. rechtzeitig gerechtfertigte Entscheidungen zu treffen, Pläne unter realen Bedingungen zu koordinieren und deren Umsetzung sicherzustellen; die Aktivität der Untergebenen zu koordinieren und zu kontrollieren; die Arbeit/Verantwortlichkeiten rational auf die Mitarbeiter zu verteilen und sie zu unterweisen, um ihre Interaktionen sicherzustellen; echte persönliche Verantwortung jeder Person für die Erfüllung der zugewiesenen Aufgaben zu erreichen; Unterstützung der Exekutivdisziplin, Einrichtung eines wirksamen Systems zur Überwachung der Ergebnisse der Mitarbeiteraktivitäten; gerechtfertigte Risiken unter Bedingungen der Unsicherheit, der begrenzten Information und des Zeitmangels einzugehen; externe Faktoren und Umstände aktiv zu nutzen, um das Ziel zu erreichen; optimal verfügbare Ressourcen zu kombinieren (Ulrich, Younger, Brockbank, & Ulrich, 2012).

Eine kompetente Person mit entwickelten Führungsqualitäten kann jedoch möglicherweise nicht in der Lage sein, ein Team zu führen, wenn ihr Persönlichkeitsmerkmale fehlen, vor allem freiwilliges, d.h. bewusstes Management des Verhaltens und der Aktivitäten der Menschen im Zusammenhang mit der Überwindung interner und externer Probleme Hindernisse.

Moralisch-mentale Qualitäten sind notwendig, damit ein Manager ein günstiges Klima für Teammitglieder schafft, dass die Entwicklung

gesunder zwischenmenschlicher Beziehungen und eine bewusste Disziplin der Arbeitsbeziehungen fördert. Management ist die führende Person (Angestellte), deren tägliche Ausbildung nicht mit Anweisungen, sondern mit hoher Organisation, Fürstentum, Gerechtigkeit und ihrem eigenen Beispiel verbunden ist. Was für einen Manager besonders wichtig ist, ist die Kommunikation-sfähigkeit. Neben dem Management-, Rechts- und Wirtschafts-hintergrund benötigt jeder Manager eine ernsthafte psychologische Ausbildung sowie die besonderen Fähigkeiten zur Entwicklung und Verwaltung soziotechnischer, hochtechnologischer und informativer moderner Geschäftssysteme (Ulrich, Younger, Brockbank, & Ulrich, 2012). Dies muss bei der Auswahl der Bildungstechnologie für die Ausbildung von Personalmanagern berücksichtigt werden.

In Bezug auf die Entwicklung des Bildungsraums sind Bildungstechnologien ein strategisches Instrument unter modernen Bedingungen. Sie zielen auf die Entwicklung von E-Education (auch bekannt als Digitalisierung der Bildung über das Internet und Multimedia-Unterstützung), das Ranking von Hochschuleinrichtungen und Teilnehmern des Bildungsprozesses ab (Lehrer werden anhand ihrer wissenschaftlichen, pädagogischen, innovativen und organisatorischen Aktivitäten geschätzt; Die vom Staat für das Studium gewährten Studierenden werden anhand ihrer Bildungs- und Organisationstätigkeit, der Aufdeckung und Verhinderung des Plagiats und der Erreichung einer akademischen Integrität geschätzt.

In diesem Zusammenhang müssen wir den Schwerpunkt auf die interaktiven Lerntechnologien legen. Interaktive Lehrmethoden beinhalten eine ständige, aktive Interaktion aller Teilnehmer am Lernprozess und die besondere Einbeziehung jedes einzelnen von ihnen. Die Besonderheit des interaktiven Lernens ist die Integrität, Gleichheit und Zusammenarbeit von Lehrern und Schülern sowie die gegenseitigen Bemühungen, ein wünschenswertes Ergebnis zu erzielen. Im Prozess der interaktiven Kommunikation lernen die Schüler, komplexe Aufgaben auf der Grundlage der Analyse von Quelldaten zu lösen, Widersprüche zu identifizieren, alternative Gedanken auszudrücken, gerechtfertigte Entscheidungen zu treffen, an Diskussionen teilzunehmen, verschiedene soziale Situationen in der Praxis zu modellieren und zu bereichern ihre eigene soziale Erfahrung

durch Einbeziehung in verschiedene Lebenssituationen und erleben sie, um konstruktive Beziehungen innerhalb der Gruppe aufzubauen (Teambuilding), ihren Platz in zu definieren, Konflikte zu vermeiden, komplizierte praktische Aufgaben zu lösen, nach Kompromissen zu suchen, nach Dialog zu suchen, gemeinsame Kommunikationsprobleme zu finden, Fähigkeiten für Projektaktivität und selbständiges Arbeiten zu entwickeln, Kreativität zu zeigen (Bratton, & Gold, 2012).

Es ist bekannt, dass die Person, die bestimmte Handlungen verarbeitet und ausübt, berufliche Fähigkeiten auf dem gewählten Gebiet erwirbt. Studien, die vom National Training Center der Vereinigten Staaten (Maryland) durchgeführt wurden, zeigen, dass interaktives Lernen den Prozentsatz der Materialabsorption signifikant erhöhen kann, da es nicht nur das Bewusstsein der Schüler, sondern auch deren Handlung und Praxis beeinflusst (Redman, & Wilkinson, 2012). Die Ergebnisse dieser Studien spiegelten sich in dem Schema wider, auch bekannt als "Lernpyramide":

Vorlesungsassimilation (5%);

Leseassimilation (10%);

Assimilation von Video- / Audiomaterialien (20%);

Demonstrationsassimilation (30%);

Assimilation von Diskussionsgruppen (50%);

Übung durch Handlungsassimilation (75%);

sofortiges Lernen/Anwenden von Wissen (90%) der Assimilation.

Basierend auf den oben genannten Daten werden durch das interaktive Lernen die höchsten Ergebnisse erzielt. Es ist vernünftig, Besonderheiten des interaktiven Lernens hervorzuheben, darunter:

- ein gemeinsames Ziel, das die Verwirklichung der Bedürfnisse jedes Teilnehmers am Prozess sicherstellt;
- einen einzigen Informationsraum, in dem Lehrer und Schüler interagieren;
- Koordinierung der Bemühungen und gemeinsamen Maßnahmen zur Erreichung des Ergebnisses.

Das Befolgen interaktiver Lehrmethoden wie Fallmethoden, Projekttraining, On-Live-Training, Lernspiel und Lerndiskussion ist für die Vorbereitung zukünftiger Personalmanager von Bedeutung.

Wie oben erwähnt, ist die Besonderheit der Fallmethode eine unabhängige Lösung der Problemsituation unter Berücksichtigung des

erworbenen theoretischen Wissens der Schüler. Das Verfahren der Fallstudie umfasst die folgenden Schritte:

(1) Selbstprüfung von Situationsaufgaben (normalerweise außerhalb des Klassenzimmers, d.h. zu Hause).

(2) Ausrichtung der Fallstudie, d.h. Problemdefinition, die gelöst werden sollte (direkt im Klassenzimmer).

(3) Verteilen Sie die Schüler in Teams (kleine Gruppen), um einen Fall zu lösen.

(4) Diskussion der Situation in Gruppen ("Brainstorming"). Der Lehrer koordiniert die Arbeit der Schüler.

(5) Rede der Teamleiter mit Präsentation einer Falllösung.

(6) Diskussion (Erörterung der Ergebnisse des Falls) (Murawski, 2020).

Zusammenfassend (der Lehrer zieht eine Schlussfolgerung zur Lösung der Problemsituation und bewertet die Arbeit jedes Teams und jedes Schülers).

Die effektive Anwendung der Fallmethode beinhaltet die Berücksichtigung bestimmter Bedingungen und Grundsätze. Sie sind:

- Gewährleistung einer ausreichend hohen Komplexität der gelösten Probleme;
- Erstellung von Fragen für Schüler, die sich auf die Lösung des Problems konzentrieren;
- Bereitstellung einer positiven, angenehmen Atmosphäre, die zur freien Meinungsäußerung der eigenen Gedanken der Schüler beiträgt;
- genügend Zeit, um sich mit der Situation vertraut zu machen und Wege zu finden, um das Problem zu lösen. Darüber hinaus sollte die Anwendung des Fallverfahrens auf folgenden Grundsätzen beruhen:
- Komplexität (ein Situationsproblem, das eine Reihe von zu behandelnden Fragen abdeckt, und die Anwendung des Wissens theoretischer Studierender);
- Partnerschaft (Zusammenarbeit zwischen Schülern und einem Lehrer bei der Lösung von Fällen);
- praktische Bedeutung lösbarer Probleme (Verfügbarkeit realer Diskussionsfälle).

Ein Beispiel für eine erfolgreiche Fallstudienanwendung ist das Projekt "Casers for Universities".

Das Projekt hat das Interesse von Lehrern geweckt, die interaktive Unterrichtsmethoden verwenden und versuchen, einen Zusammenhang zwischen Theorie und Praxis herzustellen. Die Hauptthemen der Fälle sind Management, Finanzen, Marketing, IT, Rechtsprechung, Technologie und Agrarindustrie. In diesem Fall bieten erfahrene Manager oder Geschäftsleute mehr Möglichkeiten, die Spezialität zu studieren und ihre praktischen Fähigkeiten zu verbessern.

Durch die Zustimmung zur Teilnahme an dem Projekt nimmt der Lehrer einen Fall für sein Ausbildungsprogramm auf und prüft es mit Schülern auf Seminaren. Studenten mit den besten Lösungen dürfen den Fall abschließen (Treffen mit Vertretern des Kunden-Firmen-Falls), die Gewinner mit Preisen belohnen und die Möglichkeit geben, im Firmen-Kunden-Fall zu üben/zu praktizieren/zu beschäftigen. Eine solche Methode fördert die Entwicklung von Bildungspraktiken in Hochschuleinrichtungen und gewährleistet die Zusammenarbeit zwischen Bildungseinrichtungen und Unternehmen.

Die Praxis der Anwendung von Fallmethoden zeigt, dass sie die Aktivität der einzelnen Schüler stimuliert, eine positive Motivation zum Lernen schafft, "passive" und unsichere Schüler aktiviert, eine hocheffiziente Ausbildung und Entwicklung zukünftiger Spezialisten bietet, die erforderlichen persönlichen Qualitäten und Kompetenzen formt und vermittelt die Möglichkeit, sich auch für Lehrer zu entwickeln, nämlich. Fähigkeiten zu verbessern, anders zu denken, zu handeln und das eigene kreative Potenzial zu aktualisieren (Simpson, & Jenkins, 2015).

Ein separater Vorteil der Fallmethode ist die Ausrichtung des Schülers auf die Erzielung von Ergebnissen. Durch die Lösung des Falls wird die kreative Aktivität des Schülers intensiviert, die Kommunikationsfähigkeiten der Teilnehmer des Bildungsprozesses werden verbessert, die folgenden Eigenschaften werden hervorgehoben, wie z.B. der Fokus auf das Ergebnis, die Zielstrebigkeit sowie die Qualität, die für zukünftige Fachkräfte erforderlich ist Aktivitäten.

Ein wichtiger Platz unter den interaktiven Methoden in der Ausbildung von Personalmanagern sind Spieltechniken. Sie sind effektiv und durch das Vorhandensein von Spielmodellen eines Objekts, Prozesses oder einer Aktivität gekennzeichnet. Aktivieren des Denkens und Verhaltens der Schüler; hohes Maß an Engagement im

Bildungsprozess; obligatorische Interaktion der Schüler untereinander und mit dem Lehrer; emotionale und kreative Natur der Klasse; Unabhängigkeit der Studierenden bei der Entscheidungsfindung; ihr Wunsch, Fähigkeiten in relativ kurzer Zeit zu erwerben (Ērgle, & Ludviga, 2018).

Spielunterrichtsmethoden sind die Simulation und Reproduktion realer Situationen beruflicher Aktivität, wobei die Schüler aktiviert werden, indem jedem von ihnen eine bestimmte Rolle zugewiesen wird.

Die Anwendung von Spielmethoden bietet folgende Funktionen:

- Entwickeln (die Hauptfunktion des Spiels);
- kommunikativ (im Kommunikationsprozess);
- Selbstverwirklichung im Spiel;
- therapeutisch (Überwindung von Schwierigkeiten);
- diagnostisch (Selbststudium und Selbstorganisation während des Spiels);
- korrigierend (positive Änderungen in der Struktur der persönlichen Indikatoren vornehmen);
- Sozialisation (Einbeziehung in das System der sozialen Beziehungen).

Bei Verwendung der Spielformen des interaktiven Lernens müssen bestimmte Gamification-Prinzipien eingehalten werden, wie z.B. (Murawski, 2020).

- permanente Neuverteilung von Rollen;
- Kombination von kollektiven und persönlichen Anstrengungen der Gruppe (Team);
- tolerierbare Interaktion zwischen Teilnehmern und der Gruppe (Team);
- klare Fixierung jeder Wachstumsphase des Bildungsprodukts gemäß dem Kriterium seiner Neuheit;
- endgültige Reflexion der Aktivität gemäß der Rolle und dem Ort jedes Teilnehmers;
- Nutzung freier Kommunikation zur Verhinderung jeglicher Form von Gewalt.

Die aktuellste Form des Gaming-Trainings für Personalmanager ist ein intellektuell wettbewerbsfähiges Spiel mit einer Beschleunigungs-

funktion, die Elemente des Trainings und der beruflichen Aktivität kombiniert sowie Kommunikationsfähigkeiten aktiviert, die für zukünftige Managementaktivitäten wesentlich sind, und fördert die Generierung neuer kreativer Ideen zur Lösung komplizierter HR-Situationen (Redman, & Wilkinson, 2012; Bratton, & Gold, 2012).

Um alle modernen Bildungstechnologien und ihren Beitrag zum steigenden Bildungsniveau zukünftiger HR-Fachkräfte zusammenzufassen, können wir auf der Grundlage von Fallstudien für HR-Manager einen integrativen Mechanismus für den Workshop vorschlagen.

Der vorgeschlagene Mechanismus zeigt das offene System für die Interaktion zwischen den Vertretern des realen Geschäfts, die an der Gründung des Startups beteiligt sind, und den Auszubildenden (Lehrern von Universitäten und Studenten). Die reale Fallstudie ist programmiert und basiert auf der HR-Analyse, die so strukturiert und benutzerfreundlich ist.

Der Hauptzweck ist es, die End-to-End-Lösungen für die Projektionssituation herauszufinden und unter starker Betreuung der Trainer (Experten) auf der Grundlage des kreativen und nicht-traditionellen Ansatzes multi-alternative Entscheidungen zu treffen. Gamification ist eine Methode, die während eines solchen Workshops angewendet wird, um die komplizierte Situation zu vereinfachen und alle Teilnehmer in das "Weckregime" einzubeziehen. Bei der abschließenden Untersuchung eines solchen simulativen Spiels ist es notwendig, ein reibungsloses KPI-Schätzsystem zu wählen, dass keinen Teilnehmer hart trifft, selbst wenn die vorgeschlagenen Lösungen nicht die besten (oder sogar falschen) sind.

Man muss bedenken, dass kreatives (innovatives) Ergebnis auch das Ergebnis ist!

Denn selbst eine sehr unvorhersehbare Entscheidungsfindung kann zu unvorhersehbar effektiven Ergebnissen in der Praxis führen. Ein weiterer Faktor, der hervorgehoben werden muss, ist die Arbeit der Teilnehmer in kleinen Gruppen (Teams).

Es ist eine starke Voraussetzung, um eine kollektive kommunikative Existenz verschiedener Menschen mit unterschiedlichen Charakteren, Merkmalen, Kenntnissen, Fähigkeiten usw. aufzubauen, die in realer Weise die realen Lebensbedingungen widerspiegelt.

SCHLUSSFOLGERUNG

Eine wichtige Richtung für die Verbesserung der Bildungstechnologien bei der Ausbildung von Fachkräften in wirtschaftlichen Hochschuleinrichtungen zum gegenwärtigen Zeitpunkt ist die konsequente Intensivierung der Bildungsprozesse aufgrund des Einsatzes moderner Lernprogramme und methodischer Unterstützung sowie die rechtzeitige und weit verbreitete Nutzung der innovativen Errungenschaften des Inlands und ausländische Wissenschaft und Praxis, die Entwicklung eines verantwortungsvollen Selbststudiums durch Studenten, Anwendung verschiedener Formen der pädagogischen Wissenskontrolle (Verspottung, Quiz, Kontrollpunkte, Aufgaben usw.). Trotz des beträchtlichen "Gepäcks" moderner und gut entwickelter Bildungstechnologien, die in Industrieländern erfolgreich eingesetzt werden, werden nicht alle in der Ukraine umgesetzt (Hauptgrund dafür ist der Mangel an Haushaltsmitteln). Zum Beispiel ist die "Personal Workshop" – Technologie (Ausstattung des Auditoriums für die praktische Ausbildung auf der Grundlage der Fallstudie, auch bekannt als Ausstattung der Arbeitsplatzecke des Personalmanagers nach den modernen ergonomischen und technischen Standards) immer noch die vielversprechende und leistungsschwache.

Die Schwäche der Technologie des Bildungsmanagements in der Ukraine ist die Organisation der Zulassungskampagne für Studienanfänger, die die Fähigkeiten künftiger Bewerber für einen von ihnen gewählten zukünftigen Beruf, ihre moralischen und psychologischen Besonderheiten nicht vollständig berücksichtigt und die Unvorhersehbarkeit der Zulassungskampagne auch unter den Bedingungen einer externen unabhängigen Bewertung.

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