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IN MEMORIAM
FOUNDING PRESIDENT OF ”DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY

PROF. PHD. MOMCILO LUBURICI
A DESTINY OF SCHOOL FOUNDER

The academic community of “Dimitrie Cantemir” Christian University in Bucharest was grief-stricken in the fall of this academic year because, on November 15, 2023, the one who was our mentor, teacher, rector, president, founder of this university, prof. PhD. MOMCILO LUBURICI passed away.

Professor Momcilo LUBURICI was an exceptional personality of the Romanian academic environment, an intellectual with multiple cognitive and ethical virtues, endowed with a sparkling wit, doubled by a rare modesty and extraordinary wisdom. He had the psychology of the founder, with the vocation of construction and tireless work, a rigorous but creative academic spirit, a genuine scholar with exceptional managerial qualities, a true model of visionary teacher, for all who knew him.

Undoubtedly, “Dimitrie Cantemir” Christian University remains the "beloved child" of the late Prof. Momcilo Luburici, to which he dedicated all his skill, intelligence, commitment and wisdom; a landmark of work carried out with dedication, enthusiasm, passion and maximum responsibility. His everyday attitude within the university, almost until the last moment of his life, his positive spirit that always left some leeway for relaxation under serious circumstances, his efforts for reconciliation and understanding, his openness to novelty, his respect for tradition, the advice he offered us every time, the encouraging appreciations for academic performances, are gestures that we will never forget! What Prof. Momcilo Luburici passed on to us was and will remain a treasure of culture, education and professionalism, and it is our duty to preserve and enrich this heritage, as he wanted to make it last over time. Only in this way can we keep him forever in our memory, with gratitude and appreciation for the chance to serve in the university he built up and for which the founding president Momcilo Luburici fought in order to impose it in the Romanian academic environment, as an elite university, for elite students.

Very few times do we have the chance throughout life to meet people who mark us deeply, determine certain attitudes, increase our confidence in values specific to intellectual elites, in sound principles born from meaningful experiences, generously giving everybody a sign of understanding. I had the great chance to meet and get to know President Momcilo Luburici, when he was Rector of the

University he founded and which bears the mark of his academic integrity and visionary intelligence. I chose to be a professor at this university because I was encouraged, supported and appreciated by the University Management, and its President, Prof. PhD. Momcilo Luburici stimulated me enormously in the academic, educational and research projects initiated and carried out in this institution. I had the privilege of working directly with Mr. President, as vice-rector with didactic activity, vice-rector with research activity, as Dean of the Faculty of Educational Sciences, which I initiated and coordinated, then, as an editor-in-chief at the two scientific research journals COGITO & EUROMENTOR. I directly collaborated with him in the organization and coordination of international conferences dedicated to Dimitrie Cantemir. For everything I learned from Prof. Momcilo Luburici, for the opportunity to become a professor in the university he founded, but above all, for all the advice and appreciation of his lordship, the encouragement and real support he offered me to establish and develop both academic journals, I express my high appreciation and gratitude ***in aeternum.***

Prof. PhD. Gabriela Pohoață
Editor-in-Chief COGITO & EUROMENTOR

PSYCHOLOGICAL RESILIENCE IN RELATION TO THE COPING STRATEGIES AND INDIVIDUAL VALUES OF THE STUDENTS - DIAGNOSIS AND INTERVENTION MEASURES

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Abstract: *The objectives of this research were focused on analysing the psychological resilience in relation to the coping strategies, and also to the individual values of the 8th grade students in order to identify future coordinates of the programs meant to develop the above-mentioned resilience and to facilitate better results of the students at the national evaluation. The results of the study showed that the psychological resilience was associated with certain coping strategies that ensured a good adaptation and functionality, such as: high levels of acceptance, positive refocusing, refocusing using planification, positive re-evaluation, perspective driven attitude. The students with certain values like autonomy, certitude, respect of the rules in relation to the challenges of life, development of abilities and recognition of merits had a higher level of psychological resilience. This resilience can be predicted and explained using the simultaneous contributions of the coping strategies and individual values that were analysed in this study.*

Due to the low number of subjects (80), this research represents a pilot study that can be further used as a starting point for other researches meant to deepen and clarify the multitude of variables associated with the resilience of the 8th grade pupils in order to

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Note: Authors have equal contributions to the conduct of the research.

identify the best strategies aiming to develop their psychological resilience, and consequently facilitate better achievements in future school examinations.

Keywords: *psychological resilience, coping strategies, individual values, intervention programs.*

Theoretical approaches and research premises

The purpose of this study is to investigate whether resilient people present certain psychological characteristics that arise both from the tendencies of the personality structuring (which can be described through the prism of the psychological profile), and from the analysis of the specifics of the educational environment.

In the sense suggested above and in accordance with the requirements and methodology ethically used in research and education, we believe that an important contribution to ensuring emotional well-being and making the educational process more effective is to study the processes of resilience in pupils who face stressful situations, administrative adversity, temporary emotional disorders (generated by various internal or external factors) and last, but not least the phenomena of dropping out of school and school failure.

Șerban Ionescu (2013) states in his work, ”A Treatise on Assisted Resilience”, resilience refers to: a) a person who has experienced or is experiencing an event of a traumatic nature or chronic adversity and who shows good adaptability and b) resilience is the result of an active process between the person, his/her family and the environment. With respect to the stages of childhood he shows that: maltreatment, illness, divorce, death or mental health disorder of a parent are likely to negatively influence the developmental processes of children who are confronted with them[1]. This aspect of school resilience will be further studied in the form of a concrete psychotherapeutic intervention program applied to students from vulnerable school groups after identifying specific support needs. In this context, we cite the results of recent research that has provided a very important contribution to what we know about children's resilience. For example, a study conducted on pupils in Namibia with divorced parents showed that individual factor analysis identified four statistically significant profiles. A third (33%) of participants highlighted a factor emphasising 'parent-child quality', with a further 33% highlighting 'effective resolution of parental conflict'. The last two factors emphasized

[1] S. Ionescu, (coord.), *A treaty on assisted resilience, Bucharest,* Trei Publishing House, 2013.

"healthy school attachment" (17%) and "strong community attachment" (17%). All children emphasized a stable, loving family environment and frequent visitation by the non-custodial father - according to the studies of J. Van Schalkwyk & S. Gentz (2023)[2].

Another study published in 2005 by Louise Legault, Michelle Anawati and Robert Flynn[3] called "Factors affecting resilience in Namibian children exposed to parental divorce: a Q methodology study," showed that: "young people who have survived various types of neglect and abuse during childhood are at increased risk of developing psychological maladjustment" (Compas et al., 1989)[4] and also have difficulty adjusting to adulthood" (Lynskey & Fergusson, 1997)[5]. A series of researches such as Flynn & Biro (1998)[6] and Flynn, Ghazal, Legault, Vandermeulen and Petrick (2004)[7] findings indicate that youths' self-reported levels of anxiety and emotional distress are higher than those measured in the general Canadian population.

The importance of the living and developmental environment for children was addressed in a 2023 study entitled Factors favoring psychological resilience among fostered young people by researchers Shawna Beese, Kailie Drumm, KaylaWells-Yoakum, Julie Postma and Janessa M. Graves[8], which found among other things that living in common

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[2] J. Van Schalkwyk & S. Gentz. Factors affecting resilience in Namibian children exposed to parental divorce: a Q-Methodology study. *Frontiers in psychology*, *14*, 1221697. https://doi.org/10.3389/fpsyg.2023.1221697, 2023.

[3] L. Legault & M. Anawati & R. Flynn. Factors favoring psychological resilience among fostered young people. *Children and Youth Services Review, 28,* 1024-1038. https://doi.org/10.1016/j.childyouth.2005.10.006, 2006.

[4] B.E. Compas, D. C.Howell, V. Phares, R. A. Williams & C. T. Giunta. Risk factors for emotional/behavioral problems in young adolescents: a prospective analysis of adolescent and parental stress and symptoms. *Journal of consulting and clinical psychology*, *57*(6), 732–740. https://doi.org/10.1037//0022-006x.57.6.732, 1989.

[5] M.T. Lynskey & D.M. Fergusson. Factors protecting against the development of adjustment difficulties in young adults exposed to childhood sexual abuse. *Child abuse & neglect*, *21*(12), 1177–1190. https://doi.org/10.1016/s0145-2134(97)00093-8, 1997.

[6] R. Flynn & C. Biro, Comparing developmental outcomes for children in care with those of other children in Canada. *Children & Society. 12.* 228-233.

https://doi.org/10.1111/j.1099-0860.1998.tb00070.x., 2006.

[7] R. Flynn, H. Ghazal, L. Legault, G. Vandermeulen & S. Petrick. Use of Population Measures and Norms to Identify Resilient Outcomes in Young People in Care: An Exploratory Study. *Child & Family Social Work. 9.* 65-79. https://doi.org/10.1111/j.1365-2206.2004.00322.x., 2004.

[8] S. Beese, K. Drumm, K. Wells-Yoakum, J. Postma & J.M. Graves, Flexible Resources Key to Neighborhood Resilience for Children: A Scoping Review. *Children, 10* (11), 1791. https://doi.org/10.3390/children10111791, 2023.

neighborhoods was associated with increased stress as measured in residents of these neighborhoods and conversely, residence in rich neighborhoods was associated with low to normal levels of stress. Thus, studies have shown that exposure to violence occurring in poor neighbourhoods severely limits resilience while the advantages of living in a normal neighbourhood have shown that: "in the context of promoting resilience among children, community ties have emerged as a significant neighbourhood advantage". Key psychosociological factors such as: "neighbourhood cohesion", "collective efficacy", "neighbourhood connections" were also highlighted. Thus, the study of the above-mentioned authors ultimately demonstrated how environmental factors influence resilience in childhood stages.

The Israeli team of Mor Nahum, Anat Afek, Rina Ben-Avraham, Alexander Davidov, Noa Berezin Cohen, Ariel Ben Yehuda and Yafit Gilboa [9] and working on the research Psychological Resilience, Mental Health and Inhibitory Control Among Youth and Young Adults Under Stress found in 2021 that psychological resilience is the particular response state that enables someone to successfully cope with adversities that arise during stressful periods, which could otherwise trigger an illness. Recent models suggest that the importance of inhibitory control (IC), the executive control function that supports our behaviorally directed goals and simultaneously adjusts our emotional response, may determine resilience. However, the ways in which this manifests during real-life stressful situations are still unclear.

In turn, the Turkish research team of Saide Özbey, H. Elif Dağlıoğlu and Safiye Sarıcı Bulut [10] emphasized in their research called Intrinsic motivation in preschool children: Predictive effect on levels of resilience the importance of motivation in supporting the manifestation of resilience in children. They state in the research that: "building a solid social-emotional foundation during childhood will help children to be successful and happy in life, and when they become adults, they will be better prepared to manage stress and persevere in front of challenges, take risks, and solve

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[9] M. Nahum, A. Afek, R. Ben-Avraham, A. Davidov, N. Cohen, A. Yehuda &Y. Gilboa, Psychological Resilience, Mental Health, and Inhibitory Control Among Youth and Young Adults Under Stress. *Frontiers in Psychiatry. 11*. 608588.
https://doi.org/10.3389/fpsyt.2020.608588, 2021.

[10] S. Özbey, H. Dağlıoğlu, B. & S. Sarıcı Bulut. Intrinsic motivation in preschool children: Predictive effect on levels of resilience. *Cypriot Journal of Educational Sciences. 18.* 716-736. https://doi.org/10.18844/cjes.v18i4.8765. 2023.

problems. It is clear that early childhood holds great promise for interventions to prevent and reduce risk, increase resources, enhance competence, and build a strong foundation for future development".

In the article Global Perspectives on Resilience in Children and Youth Ann S. Masten[11] from University of Minnesota shows among others that: "Today, resilience research in child development reflects a broad transformation occurring in multiple sciences concerned with adaptation in complex developing systems. Efforts to prepare for global disasters and threats of diverse kinds appear to be motivating forces to integrate and share tools, concepts, and knowledge across fields to enhance the capacity for effective system responses to expected or unexpected threats".

Staci M. Zolkoski, Lyndal M. Bullock [12] of North Texas University conclude in the research called "*Resilience in children and youth: A review*" that parental factors such as support, monitoring and communication skills are crucial resources for youth. Although individuals with self-confidence and social skills are slightly prone to being resilient irrespective of the risk or outcome, it is essential that resilience-based intervention approaches give close attention to the unique characteristics of the population of interest. Research on resilience S.S. Luthar & D. Cicchetti (2000)[13] has the potential to guide the development of effective interventions for diverse at-risk populations.

Last but not least, Ethiopian Zelalem Takele[14] stipulates in a paper from September 2023 called The Resilience of Ethiopian Children: The Role of Psychosocial Competences in Mediating the Relationships Between Risk Factors and Developmental Outcomes the following aspects: "one of the basic major premises of the research is that psychosocial skills play an important role for a child's positive developmental outcomes. Specifically, children living in poor settings but with strong self-esteem, agency and positive social

[11] A.S. Masten. Global Perspectives on Resilience in Children and Youth. *Child Development*, *85*(1), 6–20. http://www.jstor.org/stable/24030518, 2014.

[12] S. Zolkoski & L. Bullock, Resilience in children and youth: A review. *Children and Youth Services Review. 34.* 2295–2303. https://doi.org/10.1016/j.childyouth.2012.08.009, 2012.

[13] S.S. Luthar & D. Cicchetti. The construct of resilience: implications for interventions and social policies. *Development and psychopathology*, *12*(4), 857–885. https://doi.org/10.1017/s0954579400004156, 2000.

[14] Z. Takele, *The Resilience of Ethiopian Children: The Role of Psychosocial Competences in Mediating the Relationships Between Risk Factors and Developmental Outcomes.* 10.13140/RG.2.2.14916.40326, 2023. https://www.researchgate.net/publication/375912919_The_Resilience_of_Ethiopian_Children_The_Role_of_Psychosocial_Competences_in_Mediating_the_Relationships_Between_Risk_Factors_and_Developmental_Outcomes, site consulted in 1.12.2023

relationships can successfully navigate their environment and garner resources necessary for the sustenance of their wellbeing. By designing context specific training modules, it is possible to develop the children's psychosocial skills. The study contributes to advance knowledge in social work education and research about the strategies for actualizing children's innate potential that fosters development outcomes in the context of their immediate family, respective communities, and macroenvironment" ibidem.

This brief review of the most recent scientific approaches regarding the variables associated with psychological resilience represented premises for building the objectives of the present research.

Research methodology

The general objective of the paper aims to investigate the role of coping strategies and individual values of eighth grade students in the manifestation of psychological resilience and to identify some directions of resilience development programs that will participate in facilitating the success of students in the national assessment. In order to fulfill the objectives of the research we set forth the following hypotheses:

- Hypothesis no. 1 – *It is anticipated that there are a number of statistically significant correlations between psychological resilience and students' coping strategies.*

- Hypothesis no. 2 – *It is assumed that there are a series of statistically significant correlations between psychological resilience and the individual values of the students.*

- Hypothesis no. 3 – *There are some gender-specific differences in the development of psychological resilience and coping strategies that some students have.*

- Hypothesis no. 4 – *There are some gender-specific differences in the development of psychological resilience and individual values that some students have.*

- Hypothesis no. 5 – *It is anticipated that the level of development of psychological resilience can be influenced, predicted and explained through the lens of students' coping strategies.*

- Hypothesis no. 6 – *It is assumed that the developmental level of psychological resilience can be predicted and explained through the lens of individual student values.*

Description of the research group

The target population for the creation of the research group was selected from pupils in the 8th grade, from two primary and middle schools in Bucharest.

The sample group included 80 pupils aged approximately 15 years, of which 35 were male and 45 female, and the data were collected in 2023.

The participants composing the research group were selected according to the requirements of non-probabilistic (non-random) techniques, which do not take into account the requirement to indicate the probability of case selection. As a result, there is no guarantee that the group will consist of cases that faithfully describe the reference population.

Instruments used to gather data

For the psychological assessment of adolescents who are part of the research group, 2 standardized tools on the Cognitrom PEDb[15] platform were used, namely:

- *The Cognitive Emotion Regulation Questionnaire* (CERQ) is a self-assessment questionnaire that measures cognitive coping strategies of adults or adolescents aged 12 years and above. The questionnaire consists of 36 items that exclusively focus on what a person thinks, rather than what they actually do when experiencing threatening or stressful life events. The questionnaire assesses nine cognitive coping strategies, namely: acceptance, self-blame, rumination, positive refocusing, refocus on planning, positive reappraisal, putting into perspective, catastrophizing, and blaming others.

- *The questionnaire for the assessment of individual values and interests* consists of 36 items, distributed in 9 scales which represent 9 values, each scale comprising four items. The nine scales are: skill development; professional recognition; authority; social relations; autonomy; safety; following the rules; challenge; free time.

- *The Resilience Assessment Scale - Brief Resilience Scale (BRS)* was built in 2008 by Smith, Dalen, Wiggins, Tooley, Christopher & Bernard contains 6 items and aims to highlight characteristics of individuals who have experienced or are experiencing a traumatizing event and have demonstrated good adaptability; in 2015 it was translated and adapted by

[15] Cognitrom platform PEDb, *Platform for development assessment 6/7-18/19 years (PEDb)* https://www.cognitrom.ro/produs/evaluarea-dezvoltarii-adolescenti/, 2023.

Robu and Pruteanu [16] only on the population of adolescents in Iaşi Municipality. The scale was developed to operationalize the concept of psychological resilience in order to measure it from the perspective of an inherent ability of the individual, namely the capacity to recover after a stressful period, rather than seeking to identify social or personal characteristics that a person may have or develop in the adaptation process.

Research results

To test hypothesis no. 1, namely: *It is anticipated that there are a number of statistically significant correlations between psychological resilience and students' coping strategies,* the Pearson correlation statistical technique was employed. Results obtained are presented in Table 1.

[16] V. Robu & L.M. Pruteanu. Evaluarea rezilienței adolescenților: proprietăți psihometrice ale unui instrument (Assessment of adolescents' resilience: psychometric properties of an instrument) - Brief Resilience Scale. *Revista de psihologie (Journal of Psychology)*, *61*(2), 109-120, 2015.

Table 1. Descriptive statistics and correlation coefficients between resilience and coping strategies (N=80)

Variances	M	SD	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Psychological resilience (1)	19.98	3.158	.042	.855**	-.867**	.846**	.838**	.810**	.821**	-.848**	.111
Self-blame(2)	10.13	2.794	-	.012	.009	.016	.062	.035	-.021	-.006	-.019
Acceptance (3)	15.18	3.638		-	-.832**	.957**	.933**	.933**	.933**	-.813**	.138
Rumination (4)	10.54	2.686			-	-.816**	-.820**	-.802**	-.785**	.984**	-.083
Positive refocusing (5)	15.24	3.372				-	.934**	.943**	.925**	-.800**	.099
Refocus on planning (6)	14.78	3.725					-	.934**	.921**	-.810**	.133
Positive reappraisal (7)	15.01	3.480						-	.916**	-.789**	.182
Putting into perspective (8)	14.95	3.607							-	-.768**	.149
Catastrophizin g (9)	10.45	2.643								-	-.066
Blaming others (10)	10.19	2.793									-

** Correlation is significant at the 0.01 level (2-tailed).

The data presented in Table no.1 show that there are varying degrees of association between the psychological resilience variable and the coping strategies variables, expressed by multiple values of correlation coefficients, ranging from low or no specific association values to high values, allowing us to conclude that psychological resilience is strongly influenced by the presence and maturation of coping strategies.

We can therefore observe:

- very high correlation coefficient values, i.e. above 0.80, between psychological resilience and some coping strategies such as acceptance, rumination, positive refocusing, refocusing on planning, positive reappraisal, putting into perspective and catastrophizing, perhaps highlighting some components of high psychological resilience;
- very low correlation coefficient values, i.e. 0.42 and 0.111, between psychological resilience and some coping strategies such as self-blame and blaming others, indicating that the existence of these strategies does not participate in the development/increase of psychological resilience;
- we also note that coping strategies represented by rumination and catastrophizing in relation to resilience recorded a minus sign of the correlation coefficient value, which brings to our attention that when their values increase, the resilience value may decrease, and vice versa;
- at the same time we note the direct, positive relationship between psychological resilience and acceptance, positive refocusing, refocusing on planning, positive reappraisal and putting into perspective, which indicates a direct relationship when we have effective coping strategies, we will also have a very good psychological resilience, which can help us manage reactions specific to unforeseen life situations or even traumatic events.

Partial conclusion: from the data presented in Table no. 1 and from the interpretation presented we can state that hypothesis 1 is statistically supported.

To test hypothesis no. 2, namely: *It is assumed that there are a series of statistically significant correlations between psychological resilience and the individual values of the students.,* the Pearson correlation statistical technique was employed. Results obtained are presented in Table 2.

Table 2. Descriptive statistics and correlation coefficients between resilience and individual values (N=80)

Variances	M	SD	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Psychological resilience (1)	19.98	3.158	.859**	.501**	-.067	-.008	.875**	.882**	.834**	.858**	.191
Skill development (2)	15.38	3.336	-	.521**	-.135	-.037	.984**	.985**	.952**	.958**	.132
Professional recognition (3)	15.54	3.352		-	-.031	.051	.521**	.36**	.513**	.512**	.039
Authority (4)	16.03	3.170			-	-.043	-.110	-.091	-.091	-.085	.070
Social relations (5)	15.80	3.545				-	-.037	-.028	-.044	-.011	.137
Autonomy (6)	15.50	3.435					-	.993**	.963**	.969**	.136
Safety (7)	15.50	3.464						-	.956**	.974**	.146
Following the rules (8)	15.24	3.338							-	.971**	.120
Challenge (9)	15.28	3.482								-	.123
Free time (10)	16.06	3.335									-

** Correlation is significant at the 0.01 level (2-tailed).

The data presented in Table no. 2 show that between the variable psychological resilience and the variables represented by the individual values there are different degrees of association, expressed by multiple values of the correlation coefficients, ranging from low or no specific association values to high values, which allows us to conclude that psychological resilience is also strongly influenced by the presence of individual values in which the person assessed believes.

Thus, we can observe:

- very high correlation coefficient values, i.e. between 0.501 and 0.882, between psychological resilience and some individual values such as skill development, professional recognition, autonomy, safety, rule-following and challenge, highlighting some components of very high individual values influencing resilience;

- very low correlation coefficient values, i.e. 0.008 and 0.191 between psychological resilience and some individual values such as authority, social relations and free time, showing that the existence of these individual values does not participate in the development of psychological resilience;

- at the same time, we note the direct, positive relation between psychological resilience and individual values, which indicates a direct relationship: when we have individual values that the person believes in, we will also have a very good psychological resilience, which can help us to manage the specific reactions to unforeseen life situations or even traumatic events.

Partial conclusion: from the data presented in Table no. 2 and from the interpretation presented we can state that hypothesis no. 2 is statistically supported.

To test hypothesis no. 3, namely: *There are some gender-specific differences in the development of psychological resilience and coping strategies that some students have* the Independent-Samples Test technique was employed. Results obtained are presented in Table 3 and 4.

Table 3. Mean and standard deviation data on resilience and coping strategies by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Psychological resilience	male	35	19.26	2.954	.499
	female	45	20.53	3.231	.482
Self-blame	male	35	9.91	2.790	.472
	female	45	10.29	2.817	.420
Acceptance	male	35	15.06	3.262	.551
	female	45	15.27	3.939	.587
Rumination	male	35	11.23	3.163	.535
	female	45	10.00	2.132	.318
Positive refocusing	male	35	15.31	3.234	.547
	female	45	15.18	3.512	.523
Refocus on planning	male	35	14.77	3.482	.589
	female	45	14.78	3.942	.588
Positive reappraisal	male	35	15.20	3.288	.556
	female	45	14.87	3.653	.545
Putting into perspective	male	35	15.09	3.138	.530
	female	45	14.84	3.966	.591
Catastrophizi ng	male	35	11.11	3.169	.536
	female	45	9.93	2.038	.304
Blaming others	male	35	10.37	2.921	.494
	female	45	10.04	2.713	.404

From the analysis of the data presented in Tables no. 3 and 4, the following can be deduced:

- differences are revealed between the two subgroups of people in terms of the level of development of psychological resilience, with higher values for the female subgroup;

- differences between the two subgroups of people are highlighted in terms of the existence of mature coping strategies such as acceptance, rumination, positive reappraisal, putting into perspective and catastrophizing with higher values in favour of the male subgroup;

Table 4. Data regarding the statistical mean differences of resilience and coping strategies based on gender (N=80)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffe-rence	95% Confidence Interval of the Difference	
									Lower	Upper
Psychological resilience	EVA	1.019	.316	-1.819	78	.073	-1.276	.702	-2.673	.121
	EVNA			-1.840	75.915	.070	-1.276	.694	-2.658	.105
Self-blame	EVA	.087	.769	-.592	78	.555	-.375	.632	-1.633	.884
	EVNA			-.593	73.557	.555	-.375	.632	-1.633	.884
Acceptance	EVA	1.884	.174	-.254	78	.800	-.210	.825	-1.852	1.433
	EVNA			-.260	77.662	.795	-.210	.806	-1.813	1.394
Rumination	EVA	10.978	.001	2.071	78	.042	1.229	.593	.048	2.409
	EVNA			1.975	56.794	.053	1.229	.622	-.017	2.474
Positive refocusing	EVA	.648	.423	.178	78	.859	.137	.765	-1.386	1.659
	EVNA			.180	75.738	.857	.137	.757	-1.371	1.644
Refocus on planning	EVA	1.693	.197	-.008	78	.994	-.006	.845	-1.688	1.676
	EVNA			-.008	76.689	.994	-.006	.832	-1.663	1.650
Positive reappraisal	EVA	.666	.417	.423	78	.674	.333	.789	-1.236	1.903
	EVNA			.428	76.288	.670	.333	.778	-1.216	1.883
Putting into perspective	EVA	8.852	.004	.295	78	.769	.241	.818	-1.387	1.869
	EVNA			.304	77.968	.762	.241	.794	-1.340	1.822
Catastrophizing	EVA	15.979	.000	2.021	78	.047	1.181	.584	.018	2.344
	EVNA			1.917	54.995	.060	1.181	.616	-.053	2.415
Blaming others	EVA	.565	.455	.517	78	.607	.327	.632	-.932	1.586
	EVNA			.512	70.429	.610	.327	.638	-.946	1.600

Legend: EVA- Equal variances assumed; EVNA- Equal variances not assumed

- differences are also shown between the two subgroups of people in terms of the existence of mature coping strategies such as self-blame and acceptance, with higher values in favour of the female subgroup;

- coping strategies work slightly differently, one could say in favour of the male subgroup, which may support a life experience with fewer events and worries, the prospect of future professional experiences, open-mindedness and the possibility of personal development, etc.

Partial conclusion: the data mentioned in Tables no. 3 and 4 and the interpretation presented above allow us to state that hypothesis 3 is statistically supported.

To test hypothesis no. 4, namely: *There are some gender-specific differences in the development of psychological resilience and individual values that some students have,* the Independent-Samples Test technique was employed. Results obtained are presented in Tables no. 5 and no. 6.

Table 5. Mean and standard deviation data on resilience and individual values by gender

	Gen	N	Mean	Std. Deviation	Std. Error Mean
Psychological resilience	male	35	19.26	2.954	.499
	female	45	20.53	3.231	.482
Skill development	male	35	15.31	3.252	.550
	female	45	15.44	3.435	.512
Professional recognition	male	35	14.80	3.385	.572
	female	45	16.11	3.249	.484
Authority	male	35	15.46	2.704	.457
	female	45	16.47	3.455	.515
Social relations	male	35	16.11	3.306	.559
	female	45	15.56	3.739	.557
Autonomy	male	35	15.31	3.188	.539
	female	45	15.64	3.644	.543
Safety	male	35	15.31	3.270	.553
	female	45	15.64	3.638	.542
Following rules	male	35	14.94	3.009	.509
	female	45	15.47	3.590	.535
Challenge	male	35	15.00	3.254	.550
	female	45	15.49	3.672	.547
Free time	male	35	16.11	2.529	.428
	female	45	16.02	3.876	.578

From the analysis of the data presented in Tables no. 5 and 6, the following can be deduced:

- differences are revealed between the two subgroups of people in terms of the level of development of psychological resilience and how it is influenced by individual values, with higher values in the case of the female subgroup, which signals that the trend is identical as in the case of relating resilience to coping strategies;

- differences between the two subgroups of people are highlighted in terms of the existence of individual values, such as professional recognition, authority, autonomy and following rules, with higher values in favour of the female subgroup, signalling that females are more likely to acquire or form individual values that can guide some social behaviours or contribute to increasing psychological resilience and, implicitly, to managing cognitions, emotions and favourable action behaviours;

- differences are also highlighted between the two subgroups of people in terms of the presence of individual values, limited in number compared to the female subgroup, such as social relations with higher values in favour of the male subgroup, which indicates that the male subgroup relies more on the existence of supportive people in particular situations;

Table 6. Data regarding the statistical mean differences of resilience and individual values based on gender (N=80)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Diffe-rence	Std. Error Diffe-rence	95% Confidence Interval of the Difference	
									Lower	Upper
Psychological resilience	EVA	1.019	.316	-1.819	78	.073	-1.276	.702	-2.673	.121
	EVNA			-1.840	75.915	.070	-1.276	.694	-2.658	.105
Skill development	EVA	.154	.696	-.172	78	.864	-.130	.756	-1.636	1.376
	EVNA			-.173	74.981	.863	-.130	.751	-1.627	1.366
Professional recognition	EVA	.009	.926	-1.758	78	.083	-1.311	.746	-2.796	.174
	EVNA			-1.749	71.723	.085	-1.311	.750	-2.806	.183
Authority	EVA	3.818	.054	-1.422	78	.159	-1.010	.710	-2.423	.404
	EVNA			-1.466	77.993	.147	-1.010	.689	-2.381	.361
Social relations	EVA	2.292	.134	.697	78	.488	.559	.802	-1.037	2.155
	EVNA			.708	76.668	.481	.559	.789	-1.013	2.130
Autonomy	EVA	1.196	.278	-.424	78	.673	-.330	.778	-1.879	1.219
	EVNA			-.431	76.872	.667	-.330	.765	-1.854	1.194
Safety	EVA	.881	.351	-.421	78	.675	-.330	.785	-1.893	1.232
	EVNA			-.426	76.318	.671	-.330	.774	-1.872	1.212
Following the rules	EVA	2.388	.126	-.694	78	.490	-.524	.755	-2.027	.979
	EVNA			-.709	77.529	.480	-.524	.738	-1.994	.946
Challenge	EVA	1.225	.272	-.621	78	.537	-.489	.788	-2.057	1.080
	EVNA			-.630	76.621	.531	-.489	.776	-2.034	1.056
Free time	EVA	16.480	.000	.122	78	.903	.092	.756	-1.414	1.598
	EVNA			.128	75.921	.898	.092	.719	-1.340	1.524

Legend: EVA- Equal variances assumed; EVNA- Equal variances not assumed

- individual values work slightly differently, we could say that they are in favour of the female subgroup, which may support a life experience with fewer events and worries, the prospect of future professional experiences, open-mindedness and the possibility of personal development, the development of mental resilience by taking them into account.

Partial conclusion: the data mentioned in Tables 5 and Table 6 and the interpretation presented above allow us to state that hypothesis no. 4 is statistically supported.

To test hypothesis no. 5, namely: *It is anticipated that the level of development of psychological resilience can be influenced, predicted and explained through the lens of students' coping strategies,* the Liniar Regression technique was employed. The results obtained are presented in Tables 7 and 8.

Table 7. Descriptive data of psychological resilience and coping strategies

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	646.256	8	80.782	40.478	.000[b]
Residual	141.694	71	1.996		
Total	787.950	79			

a. Dependent Variable: Psychological resilience;

b. Predictors: (Constant), Catastrophizing, Self-blame, Putting into perspective, Positive reappraisal, Refocus on planning, Acceptance, Positive refocusing, Rumination.

Table 8. Values of regression coefficients regarding the relation between psychological resilience and coping strategies (N=80)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	19.447	2.363		8.231	.000	14.736	24.158
Self-blame	.052	.059	.046	.882	.381	-.065	.168
Acceptance	.166	.179	.192	.929	.356	-.191	.524
Rumination	-.707	.349	-.601	-2.027	.046	-1.403	-.012
Positive refocusing	.210	.192	.224	1.093	.278	-.173	.592
Refocus on	.087	.149	.103	.585	.560	-.209	.383
planning	-.175	.158	-.193	-1.112	.270	-.489	.139

Positive reappraisal	.114	.139	.131	.824	.413	-.162	.391
Putting into perspective Catastrophizing	.131	.339	.110	.388	.700	-.545	.808

a. Dependent Variable: Psychological resilience

Considering the values of the regression coefficients mentioned in Table no. 8, we can conclude that coping strategies explain in different proportions the variation in the level of development of psychological resilience, for example positive refocusing explains 2.1% of the variation in resilience, putting into perspective 1.1% and catastrophizing 1.3%, but we also have coping strategies that contribute in a negative sense, in other words they do not support the process of development of psychological resilience, such as rumination and positive reappraisal.

Partial conclusion: the data mentioned in Table no. 8 and the interpretation presented above allow us to state that hypothesis no. 5 is statistically supported.

To test hypothesis no. 6, namely: *It is assumed that the developmental level of psychological resilience can be predicted and explained through the lens of individual student values,* the Liniar Regression technique was employed. The results obtained are presented in Tables no. 9 and 10.

Table 9. Descriptive statistical data of psychological resilience and individual values

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	620.366	9	68.930	28.792	.000[b]
Residual	167.584	70	2.394		
Total	787.950	79			

a. Dependent Variable: Psychological resilience;

b. Predictors: (Constant), Free time, Professional recognition, Authority, Social relations, Challenge, Skill development, Following rules, Authonomy, Safety;

Table 10. Values of regression coefficients regarding the relation between psychological resilience and individual values (N=80)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	6.645	1.767		3.760	.000	3.120	10.170
	-.291	.336	-.307	-.868	.389	-.960	.378

Skill	.046	.063	.049	.730	.468	-.079	.171
development	-.002	.058	-.002	-.032	.975	-.118	.114
Professional	-.001	.051	-.001	-.021	.983	-.102	.100
recognition	.312	.480	.340	.651	.517	-.644	1.269
Authority	.773	.547	.847	1.413	.162	-.318	1.863
Social relations	-.167	.253	-.177	-.662	.510	-.672	.337
Autonomy	.124	.288	.137	.431	.668	-.451	.700
Safety Following the rules Challenge Free time	.061	.054	.064	1.127	.264	-.047	.169

a. Dependent Variable: Psychological resilience

Considering the values of the regression coefficients mentioned in Table no. 10, we observe that individual values also participate in explaining in different proportions the variation in the level of development of psychological resilience, for example safety explains 5.4% of the variation in resilience, autonomy 4.8% and challenge 2.8%, but we also have individual values that contribute in a negative sense, in other words they do not support the process of development of psychological resilience, such as skill development

Partial conclusion: the data mentioned in Table no. 10 and the interpretation presented above allow us to state that hypothesis no. 6 is statistically supported

Conclusions

The objectives of this research aimed at analyzing psychological resilience in relation to coping strategies, as well as the individual values of eighth-grade students, personalizing the analysis by gender to identify potential needs for resilience growth and directions for training and development programs in order to contribute to facilitating the success of pupils in the national evaluation.

At the level of the investigated group of subjects from the two schools, average and high levels of psychological resilience among pupils were identified, with no statistically significant differences based on gender. These results can also be explained, apart from the support provided by family and teachers, through the support of school counselors who have contributed to the necessary psychological support for the pupils' successful adaptation to the challenges of this educational level.

The research results demonstrate the association of students' psychological resilience with certain coping strategies that ensure good adaptation and functionality, such as high levels of acceptance, positive refocusing, refocus on planning, positive reappraisal, putting into perspective, but also low levels of rumination and catastrophizing (the latter two strategies reflecting dysfunctionality). In terms of gender, the results showed that boys more frequently use dysfunctional coping strategies (such as rumination and catastrophizing) compared to girls.

Pupils with certain individual values such as: autonomy, safety, following the rules in relation to taking on life's challenges, developing skills and recognizing merits have a higher level of psychological resilience. Analysis by gender did not reveal significant differences in the individual values used, which shows that there are other factors that influence the formation and manifestation of individual values, such as family environment, temperamental traits, relationship with teachers, other people from extra-curricular courses, etc.

At a deeper level of analysis (corresponding to hypotheses 5 and 6) it is found that pupils' psychological resilience can be predicted and explained by the simultaneous contribution of coping strategies and individual values investigated in this research.

Starting from these results, a series of programs that can be carried out in schools will be proposed, with the aim of identifying the pupils' dysfunctional coping strategies, the formation and development of the functional coping strategies, but also of the individual values that support the adaptation and evolution of the pupils - as factors associated with increasing psychological resilience in the face of various life challenges.

Although the research objectives were achieved and the hypotheses were confirmed, taking into account the small number of subjects (80) and the fact that they were selected from only two schools, the conclusions must be reported with caution, and shouldn’t be extrapolated to the population of pupils from Bucharest but rather reflecting the existing situation in the mentioned educational institutions.

For these reasons, the results represent, in fact, a pilot study that can be used as a starting point for other research that deepens and clarifies the multitude of variables associated with the psychological resilience of eighth grade pupils in the context of the challenges involved in the national evaluation, to identify the best strategies for developing psychological resilience, so as to facilitate students' success in future exams.

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THE EVOLUTION OF THE MUSICAL “MY FAIR LADY” FROM THE PLAY “PYGMALION“ BY GEORGE BERNARD SHAW

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***Abstract**: One of the most accomplished musicals of all time, "My Fair Lady" remains a landmark in the history of the musical genre: this musical was a successful multicultural alliance: it was based on a play by the Anglo-Irish playwright George Bernard Shaw, a musical score by the Austrian Frederick Loewe and a libretto by the American Alan Jay Learner, the velocity of the melodies and choreography, as well as the jazz rhythms, being genuinely American. The topic of the current research is based on the ways in which George Bernard Shaw contributed through his play "Pygmalion" and also as a music critic to of a landmark musical, which is "My Fair Lady".*

***Keywords**: musical, theatre play, cultural myth, multicultural, libretto, Broadway, linguistics*

Argument

"My Fair Lady" is certainly one of the most successful and complex creations of the genre and one of the many perspectives from which it can be analysed is that of language. Thus, the starting point of my analysis was the text of the libretto itself, inspired almost entirely by George Bernard Shaw’s play "Pygmalion", in which the epic thread is built on the interaction between a redoubtable linguist, a professor of phonetics, and his pupil, Eliza, a Cockney-speaking florist, whom through a linguistic experiment she undertakes, he manages to transform into a real "lady".

What sparked my keen interest was the power of the *word* to transform its pre-existing reality, since it is not only a vehicle through which we, the interlocutors, can communicate messages, but also the way we understand, conceptualize the world, which could not exist for us in the absence of the word. Moreover, according to linguistic pragmatics and the philosophy of language, the word not only describes a reality (external or internal), but can also create a new reality, also external or internal. Such is the case with

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Eliza, the main character of this musical, who through phonetics lessons, carried out by means of a laborious process of improving her language, acquires a new identity, becomes a different person from the Cockney flower girl in the London suburbs. But not the one who shone for all to see at the London Embassy Ball, taken for a princess, but the Eliza who becomes aware of her enormous inner power.

Beyond the thematic language, which makes this musical one of the most successful and unique in the history of this musical genre, another aspect that made me stop on this work, besides the sparkling dialogue, the picturesque thread of the story and the charming dances, was the melodicity, beauty, rich dynamic and rhythmic palette and sometimes the exotic character make up Eliza's role. These are pieces which, except for the aria “I could have danced all night”, are rarely included by sopranos or mezzo-sopranos in their recital repertoire.

An overview on musical (theatre)

Considered to be the most original American contribution to the development of theatre, the musical [1] is a form of performance that combines music and spoken dialogue, acting and dance, the dramatic thread and the entire emotional content of the play being rendered in equal proportions through words, music, movement, scenery, in a unified whole. Internationally, it has developed progressively over time and flourished in the mid-20th century, creating impressive industries in the United States, primarily on Broadway, and in the UK, particularly in London's West End, home to some of Europe's leading musical theatre productions.

The most important feature of the musical, unanimously accepted by producers and audiences alike, is the number of its stage conventions,

[1] We distinguish two important terms, defining very similar genres of performance: 1) musical - "a kind of performance made by processing traditions of operetta and musical theatre, a variety show, a revue". 2) music-hall - a performance comprising various numbers of light music, dance, etc., presented on the stage of a theatre; by extension, a theatre or public place in which such performances are performed.

The meanings of the two words are distinct, but both originate from the second half of the 19th century); the main difference between the two types of performances lies in their structure: musical (which is lexically a shortened form of musical theatre) is a "play with music, often of a comic or satirical nature, based on a simple plot, with songs and dancing solo or in groups"; in contrast, music hall is a form of entertainment, a mixture of songs, dances, comic or acrobatic moments, without a unified dramatic action, similar to vaudeville, cabaret or revue. (John Kenrik, *Musical Theatre: a History*, Methuen Drama Publisher, 2017) which are more numerous than those of the play: the characters speak, then suddenly start singing, with the orchestra and conductor often visible throughout the performance. Dancers may appear on stage in different numbers of the performance without necessarily being intrinsically linked to the dramatic thread. The second important characteristic is the specific nature of the production of a musical, in which a very large number of artists collaborate: composer, scriptwriter, lyricist, producer, director, actors, singers, comic dancers, acrobats, choreographer, musical director, conductor, orchestrator, arranger, choreographer, orchestra, set designer, costume designer, sound designer, technicians and stagehands. And musical performers must have a wide range of skills: acting, singing, dancing, excellent physical tone, humour and above all, charm[2].

Theorists consider 12 September 1866 to be the birth of the genre, with the world premiere of The Black Rooster in New York. Towards the end of the 19th century and the beginning of the 20th century, the musical genre continued to evolve, but without any visible development. It only really came into its own in the 1940s and 1960s, known as the golden age of the musical, thanks to a number of premieres that became seminal artistic events in the genre's development - Rodgers and Hammerstein's Oklahoma (31 March 1943), Porter's Kiss me Kate (1948), Singing in the Rain (1952), Loewe's My Fair Lady (1956) and Bernstein's West Side Story (1957). However, it is 'My Fair Lady' that remains the most glorious[3].

George Bernard Shaw and his contribution to the musical 'My Fair Lady'

The name of the Irish writer George Bernard Shaw, considered a classic since his lifetime, evokes not a single notion but a complexity of issues. Shaw's personality and work are closely related to paradox, sparkling wit, satire, musical criticism, the musicality of the word. Over the course of his 104-year life he wrote more than 52 plays with a social, historical or love theme, but his novels, short stories, articles on art and speeches are still too little known today. In 1925, he was awarded the Nobel Prize for Literature, with the motivation: "for his work which is marked by idealism and humanity, for his stimulating satire often full of a singular poetic beauty"[4].

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[2] Maria Zărnescu, *Muzici și muze (Musicals and Museums)*, Nemira Publishing House, Bucharest, 2015, p. 19.

[3] Ken Bloom, *Broadway Musicals. The 101 Greatest Shows of All Time*, New York, 2004.

[4] G.E. Brown, *George Bernard Shaw,* Evans Brothers Ltd, London, 1970, p. 115.

In fact, Shaw is the only laureate to have won an Oscar for his screenplay of the musical "My Fair Lady".

To understand his artistic personality, it is important to know his complex connection with music, a connection that stems from his family lineage. His mother was an opera singer and a leading figure in the Doublin theatre movement, and he and his sister, who also had a career as an opera singer, received a solid musical education. As a teenager, he was, by his own admission, familiar with the works of the great composers, especially vocal music. In time, Shaw achieves what he had wanted all along: the ability to learn the content of any musical score as if he had heard it sung by his mother and his peers. He bought various scores and reductions of famous symphonies, discovering all sorts of musical realms. Arriving in London, Shaw began his career in journalism and literature. He became interested in political movements and was one of the founders of the Fabian Society, which later became the English Labour Party. He writes various pamphlets on political topics, which succeed in drawing the public attention.[5]

The path to Shaw's musical My Fair Lady was not in the least accidental. A careful analysis illustrates that his works from 1888-1894 contain numerous elements that anticipate the writings of 1900 and 1920. He was active during this period as a musical, plastic, dramatic and even literary columnist for *The Star* between 1888 and 1890 and *The World* between 1890 and 1894, becoming one of Wagner's most important music critics. This period was to leave its definitive mark on his dramatic style. A few years later, Shaw made his admiration for Wagner in a book called *The Perfect Wagnerite*[6]. The English poet Wystan Hugh Auden says about Shaw that "he could probably be considered the most valuable music critic who ever lived"[7]. Furthermore, as he was a theatrical and literary critic, his main achievement was his competent and powerful explanation and advocacy of Ibsen's work.

Since then, he emerged as a dominant and influential figure, permanently at the forefront of Britain's artistic, cultural, social and political life from the late 19th century to the 1950s. He was a constant participant in the theatrical life of the United Kingdom, commenting on performances, giving directions for the staging of his plays, directing drama schools and even directing his own plays.

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[5] Andrei Bantaș, *Shaw despre sine și despre alții (Shaw about Himself and Others)*, Meridiane Publishing House, Bucharest, 1971.

[6] George Bernard Shaw, *The Perfect Wagnerite*, Kessinger Publishing, 2010.

[7] Apud G.E. Brown, *George Bernard Shaw, op. cit.*, p. 87.

'Pygmalion' Play by George Bernard Shaw

As an important source of inspiration for Shaw's play "Pygmalion" and coming from the Greek language, the name "Pygmalion"[8] is a veritable palimpsest that spans the cultural history of the world. It refers to a legendary character from Crete, known through the poet Publius Ovidius Naso's narrative poem 'Metamorphoses', and who we meet again in antiquity in Vergilius' work 'Aeneid'. Centuries later, it can be found in numerous literary and musical works, paintings and sculptures: In Shakespeare's "A Winter's Tale", then in many English poets, including the metaphysical poet John Dryden (in "Pygmalion and the Statue"), the poet Friedrich Schiller, also in the opera "Pygmalion" by the composer Jean-Philippe Rameau, written in 1748, in Gaetano Donizetti's first opera "Il Pigmalione", in the operetta "The Galatea" by Franz Suppé, etc.

Shaw has given universal drama a series of unparalleled works, including "Pygmalion", "Mrs. Warren's Profession", "Candida", "The Devil's Disciple", and it is worth adding that "Pygmalion" is the creation the author loved most. Living among actors, Shaw's sources of inspiration could be endless, but in this case, he was influenced by the actress Mrs. Patrick Campbell, whom he apparently loved. One of the problems he addresses in his play is that of incorrect diction used by actors, a subject that would become central to the play "Pygmalion".

The play evokes the figure of phonetics professor Henry Higgins, whose principles are very much in line with those of the author. The professor dares to make a bet with his friend Colonel Pickering, claiming that he will succeed in transforming the little florist Eliza Doolittle into a lady of high society. He will only succeed in this by using his correct and fluent speech, to which he will add a few hours of conduct. What the professor sets out to achieve will not be easy, but he carries out his plan and

[8] The famous myth of Pygmalion and the Galatea narrates the story of an extremely talented Cypriot sculptor who falls in love with one of his creations, the beautiful Galatea. Paradoxically and ironically, although Pygmalion regarded women as imperfect creatures, the masterpiece of his life was the statue of one of them. As his sculpture grew closer to perfection, so did the artist's affection. Bringing them offerings and jewels, Pygmalion ends up begging the gods for the statue to come to life. Aphrodite will grant his wish, and he will marry his own creation. In A.S. Kline's translation, Ovid recounts: "Offended by the failings that nature gave the female heart, [Pygmalion] lived as a bachelor, without a wife. But, with wonderful skill, he carved a figure, brilliantly, out of snow-white ivory, no mortal woman, and fell in love with his own creation." The creation's name was Galatea. (Ovid, *Metamorphoses*, Borders Classics, 2004, p. 356)

wins the bet. The learning process will bring the two together, but not enough for Eliza to fall in love with Henry.

To understand the psychology of Shaw's two characters, it is important to understand their social status. Professor Henry Higgins comes from a bourgeois background and is a bachelor known for his passion for science. Cynical by nature, until he meets Eliza Doolittle, the professor takes no interest in anyone, not even himself, so although he proves to be a gifted phonetician, his vocabulary does not live up to our expectations. Without being a mean or vulgar person, he attracts the dislike of those around him, with a cantankerous and extremely selfish attitude, so that he has no place even in the home of his own mother, who fears that the son will drive away her knowledge with his choleric temper. Nevertheless, for the teacher, the mother is the model of the ideal woman, one he seeks unsuccessfully among young women. We find in this situation a similarity to Pygmalion's obsession with the unattainable female prototype.

For her part, the florist Eliza Doolittle is full of charm, and although she belongs to the lower strata of society, living in poverty and with no education, the young woman has one extremely important gift: dignity. Seemingly vulgar and naïve, she hides a pride that helps her overcome every shortcoming. Despite her status, she does not accept to be belittled and attacked, always ready with verbal arguments to defend her right to respect. Without necessarily wanting to learn the habits of bourgeois ladies, Eliza commits herself to the professor's wager and demonstrates her strength and determination to transform herself, which wins Professor Higgins' appreciation.

From the preface of the 1999 New York volume, we learn about the real character who inspired Shaw to create the fictional one: a 19th-century English phonetician named Henry Sweet. His personality is remembered in history for creating a new version of shorthand and for laying the foundations for specific methods of teaching English. Like Shaw, Sweet was generally rebellious, lacking in tolerance and empathy. But despite his difficult personality, he impressed with his inventions in phonetics, and his work is still studied today.[9]

With the play Pygmalion, Shaw aimed to raise a red flag and put native English speakers under the microscope for not paying enough respect to their mother tongue. "There is a direct link between grammar and the way you think. In other words: words are put together according to rules that

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[9] George Bernard Shaw, *Pygmalion*, Bartleby, New York, 1999.

mimic the logic of thought. When these links between words are made wrongly, it means that your neurons are disconnecting. In short, you become stupid. You think chaotically. You think in mutilated sequences. If you don't respect the grammar of the language you speak, you become stupid."[10] What the playwright wants to capture with his specific subtlety is the double change that takes place with the improvement of people's way of speaking: the change of being. The language we speak essentially constitutes the culture of an entire people, and perhaps defines its typology better than anything else. As the quality of the language used increases, and as we take constant care of it, the quality of life will automatically increase. Basically, we advance the level of communication, managing to be more coherent and precise.

With the advent of the Hollywood film industry, the chances of literary or dramatic works becoming successful screenings and becoming known to millions of viewers, regardless of their geographical location, increase. Shaw's beloved text, *Pygmalion,* was enthusiastically received in its first screen version, directed by Anthony Asquith and Leslie Howard, which appeared in 1938. In the case of this screenplay, Shaw helps write it so that the original text is not significantly altered. As a testament to its success, the film wins the Academy Award for Best Screenplay.[11]

Like any theatre man who is protective of his work, at the beginning of the 20th century Shaw is reluctant to turn the play into a film script. But the Hungarian producer Gabriel Pascal has the wit to persuade him to work with his team. Unlike the original version, the script includes several dialogues and scenes that Shaw himself writes. It also introduces a new character, Count Aristid Karpathy (whose presence we'll also see in the upcoming musical 'My Fair Lady'). The Irish playwright's contribution to the film's production doesn't just stop at the screenplay border, as he is also involved in casting. Having seen her in stage productions of Pygmalion and St John, Shaw cast actress Wendy Hiller as Eliza Doolittle. He would cast actor Charles Laughton as Professor Henry Higgins, but it was Leslie Howard who would ultimately take the casting. One of the great challenges of the film production turned out to be rendering the whole process of removing Eliza Doolittle's Cockney accent and improving her mannerisms.

[10] Gabriel Liiceanu, *Dialoguri de duminică (Sunday Dialogues)*, Humanitas Publishing House, Bucharest, 2015, p. 279.

[11] G.E. Brown, *George Bernard Shaw, op. cit.*

And the film uses various editing techniques that were unheard of at the time, which is also key to its success.[12]

The musical "My Fair Lady"- an outline

It had its world premiere on 15 May 1956 at the Mark Hellinger Theatre on Broadway in New York and was a resounding success from the start. This production revolutionized the entire arts industry, setting a record at the time with 2717 performances, making it the longest running musical on Broadway. In Europe, the musical became known on 30 April 1958 at the Theatre Royal, Drury Lane in London's East End, with the cast retaining four of the Broadway performers: Rex Harrison as Professor Higgins, Julie Andrews as Eliza Doolittle, Robert Coote as Colonel Pickering and Stanley Holloway as Alfred P. Doolittle.

Less well known is the fact that if George Bernard Shaw's play *Pygmalion* has become a landmark musical, both in theatres around the world and among film productions, it is primarily due to producer Gabriel Pascal, the only one who managed to get the playwright's permission to film stagings of his plays. Shortly after Shaw's death in 1950, he secured the heirs' acceptance of the rights to the play for two years. Pascal then began looking for composers and lyricists good enough to turn the text of the play into a musical. This was a difficult task, however, as the play was rejected by many librettists because of the playwright's blatant satire of the 'privileged' social classes (by the very fact that a 'flower girl' is educated and encouraged to enter easily into the noble world, a world whose superiority is thus challenged and demonised).

The bravest ones, who will take on the commitment of writing the scores are librettist Alan Jay Lerner and composer Frederick Loewe[13]. It was Lerner who introduced Loewe to Shaw's play Pygmalion; he had seen the staging of this text, which had stimulated his imagination and from which he had jotted down ideas for a libretto for a musical[14]. While he presented

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[12] *Ibidem*

[13] The year 1956 was representative for Lerner and Loewe with the presentation of "My Fair Lady", based on George Bernard Shaw's play "Pygmalion", whose adaptation into a musical had also been hesitantly attempted by other composers and librettists, but without success. Lerner and Loewe added musical numbers for the characters of Eliza Doolittle and Henry Higgins, and the creation went on to record-breaking box office runs in New York and London. (John Kenrik, *Musical Theatre: a History*, *op. cit.)*

[14] Lerner is said to have had no great facility in working out his texts, an exception being "I would have danced all night", Eliza Doolittle's famous aria, the text of which was

his conception at Loewe's house, his friend got to melodically sketch the portraits of the characters and their relationships.

However, the journey from text to musical proved very difficult. Producer Gabriel Pascal passed away and his legacy remained in dispute, with the copyright to "Pygmalion" lost with Pascal's death. The team continues to work on preparing the musical despite the loss of those rights. A series of meetings with Pascal's executor, a man with little expertise in making artistic decisions, ensues, resulting in Lerner and Loewe winning their case and ultimately securing the most important element in the musical's completion: the copyright.

The musical made several changes to the structure of Shaw's original text "by dividing the acts into short scenes, adding scenes which dramatize events that are only told about in the play, and condensing Shaw's comments to allow for the insertion of songs and dance moments"[15]. The musical retains the subject matter of Shaw's play, but presents the story from a romantic perspective, benefiting from the open ending that has historically allowed directors in theatrical productions to add a happy ending. Although the musical follows the main line of the play, some changes in the plot can be identified:

- The action opens on a rainy evening in 1912 outside London's Covent Garden Theatre. In his haste to find a taxi, Freddy Eynsford-Hill accidentally crosses paths with florist Eliza Doolittle. Angry, the young woman scolds him, revealing his trivial language. Somewhere in the shadows, a man jots down her every word, a gesture that makes her terribly indisposed. His name is Pickering, and he is indignant at the young woman's way of speaking, and he sets out to transform her into a well-mannered lady in six months. This is when Henry Higgins introduces himself, inviting Pickering to live in his London home.

- The next morning, he catches Eliza's father, garbage collector Alfred P. Doolittle, trying to get money, which he eventually takes from his daughter. At Professor Higgins' house, the two phoneticians discuss professional matters and are taken by surprise by Eliza's appearance for

written in 24 hours; by contrast, other pieces would have taken Lerner months to complete. According to Lerner, his method of developing a piece of music would have consisted of four phases: 'the first one - identifying the place in the work where a song is needed; the second - determining the subject of the song; the third - creating its mood; and the fourth - choosing the title. When the composer had received all this information, he would compose the melody, and then the librettist would add the text'. (*Ibidem,* 2017)

[15] Maria Zărnescu, *Op. cit.,* p. 116.

speech lessons. The sequence also includes the two men's wager on the progress the little florist will make. Preparations begin for the girl's presentation at the Embassy Ball.

- The father comes looking for Eliza to take her back home, but Higgins persuades him, offering a substantial sum of money, to allow her to study phonetics with him. A series of harrowing lessons follows, during which the young girl must repeat phrases such as "In Spain, it rains mainly on the plains" over and over to practise the pronunciation of the "h" sound. At her wits' end, Eliza wants to give up, but Higgins gives her a plea about the beauty of the English language and succeeds in impressing her.

- Eliza's first social outing takes place in her mother's box at the Ascot horse races, and she makes a great impression on everyone present. On this occasion, she attracts the attention of young Freddy Eynsford-Hill. The final test is the Embassy Ball. Here Eliza wows all the guests and ends up dancing with Zoltan Karpathy, a Hungarian phonetics specialist.

- Back into Higgins' home, Pickering's congratulations on the professor's success follow. Their mutual thanks induce Eliza to feel that she has been used and wants to leave the space she finds harmful. In her outburst, she meets her suitor, Freddy, outside the house, but treats him with indifference. Back in the flower market, no one recognizes Eliza anymore.

- For his part, Higgins confirms his belief in the superiority of the male sex over the female and goes to ask his mother's advice about this discrepancy. Only to find Eliza at her house. Their final dialogue reveals the young woman's new aspirations, and she declares that she will marry the man who truly loves her, Freddy.

- The ending catches Professor Higgins in a slightly different light than we're used to him, revealing his sensitive side. But that's only for a few moments, during which time he realizes that he's grown accustomed to Eliza and can't see life any other way but with her. He listens to her recorded voice again and sees her through the window for the last time[16].

The main advantage in receiving a musical performance is the complexity with which the characters are portrayed. Starting from the biographical data that the author provides in the original text, the musical's scriptwriter devises its structure together with the composer, and the resulting arias speak for themselves about the people on stage. The main ideas in each aria are direct and very important ways of characterising the

[16] *Ibidem*

characters. Thus, the dialogue in "My Fair Lady" largely follows the basic piece but takes on a musical form. In terms of characterisation emphasised by song, the character of Professor Higgins required explosive musical expressions such as "Why Can`t the English...?", "I`m an Ordinary Man", "You Did It!". Eliza Doolittle gets two defining song types, lyrical (when she`s talking about herself) and recitative (for the moments when she`s under the Professor`s influence). Debuting with the aria "Wouldn`t It Be Loverly?", she is then introduced to the aria "Just You Wait!" where she becomes menacing and returns to the romantic "I Could Have Danced All Night". Consequently, the tonality of the songs alternates according to her moods.

Other structural differences can be seen in the case of Eliza's father, who in the play appears only in the second act, while in the musical he is introduced in the first act, having a somewhat larger role. A partly invented scene is found in Act II, when Eliza reminisces about her past and meets her now wealthy father on the verge of marriage, but this has been carried over from the finale, where it took place in Higgins' mother's drawing room. The reordering and introduction of certain sequences is intended to streamline the unfolding of the story in the musical and intersperse moments of action with moments of respite. In the volume "Music and Muses", theatre critic Maria Zărnescu summarises the changes made to the musical as follows: "*In My Fair Lady a number of new locations for scenes are added - the street in front of Higgins' house (three times), the outside of the pub near Covent Garden (twice), the two moments at Ascot, the foyer and ballroom, the flower market, the hall in Higgins' house, the conservatory in Mrs. Higgins' house (in the original - the drawing room*)" [17]. At first glance all these aspects of spatiality seem numerous, but they support the structure of the musical and maintain the flow and logic of each event.

As we have already stated, "My Fair Lady" retains much of the author's dialogues, but by the convention of the genre, musical and choreographic fragments must be inserted. Sometimes these sequences end up replacing lines from the play, without losing any of the content.

As for the music, it fulfils essential functions in the musical, one of which is to contribute to the acceptance of temporal compression. Certain spaces in time that are not necessarily needed can be suppressed with music. It also succeeds in giving numerous nuances to scenes, giving clues to the characters' moods and creating a certain atmosphere. In keeping with the old operetta custom, the musical opens with an overture that will

[17] *Ibidem,* p. 178.

remain as instrumental background in the opening scene. "The music also helps to achieve variety in the performance. "My Fair Lady" contains a number of musical numbers contrasting in style: Love songs (*On the Street Where You Live, I Could Have Danced All Night, I`ve Grown Accustomed with Her Face*), songs expressing anger and defiance (*Just You Wait, Show Me, Without You*), the unbridled joy of life (*With a Little Bit of Luck, Get Me to the Church on Time*) or hope (*Wouldn`t It Be Lovely*), as well as descriptive musical numbers (*Ascot Gavotte, Embassy Waltz*)".

After the worldwide success of the musical, which was played on the stages of some of the most important theatres in the mid-1950s, the film "My Fair Lady", starring the unmistakable Audrey Hepburn, predictably followed. It was the famous Warner Brothers production company that undertook to screen this musical and released it on 21 October 1964 at the Criterion Theatre in New York. George Cukor directed and Alan Jay Lerner wrote the screenplay, retaining the original songs and the order in which they were used.[18] The reception of both the general and the professional public can be illustrated by the impressive number of nominations (for 12 categories) at the Oscars. Of these, the film wins a total of eight awards, including Best Picture, Best Director and Best Actor in a Leading Role, followed by three Golden Globe Awards and a BAFTA Award.

The adaptation of "Pygmalion" as a musical will launch a real trend, with this work soon to be followed by productions inspired by English literature: Jane Austen's novel "Pride and Prejudice" ("First Impressions", 1959), Charles Dickens' novels ("Oliver Twist" under the title "Oliver!" in 1963 and "The Posthumous Papers of the Pickwick Club" under the title "Pickwick" in 1965)[19], etc.

Conclusions

As a phenomenon of the modernity of the arts, of the interplay and syncretism of the arts, the musical is a form of theatrical performance that originated in the United States and which combines in a single whole a set

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[18] Structurally, there were no major differences between the musical staged for the theatre stage and the film itself. However, we find the placement of the pause differently in the case of the film, as it is introduced after the Embassy Ball. The film impresses with its distinctive colouring, and the costumes and sets used are highly appreciated. Alternating black and white predominates in most shots, the most relevant of which is the horse race scene. The symbolism of the two non-colours can be seen as a reference to the conflictual relationship between Eliza Doolittle and Professor Higgins. (Maria Zărnescu, *op. cit.)*

[19] Ken Bloom, *Broadway Musicals. The 101 Greatest Shows of All Time*, New York 2004

of art resources: dramatic literature, present in the libretto, vocal and instrumental music, acting, dance, sets and costumes.

"My Fair Lady", one of the most successful and famous creations of the genre, was from the outset a masterly multicultural collaboration, being based on a play by the Anglo-Irish playwright George Bernard Shaw, a score composed by the Austrian Frederck Loewe and a libretto by the American Alan Jay Lerner, the dynamism of the songs, choreography and jazz rhythms being specifically American.

Among other aspects, we have focused on Shaw's personality and the importance of music in his creation: having a solid musical education, as the son of a famous opera singer in England at the time, he was a music critic and one of the most important exegetes of Wagner's creation, which is reflected in many of his writings, where he emphasizes the importance of the musicality of the word. As he does in the play "Pygmalion", which was the basis of the libretto of this musical, which is yet another artistic representation of an ancient myth that runs through the cultural history of the world, recurring in literature, music, painting, sculpture, architecture, etc.

We have illustrated that the musical "My Fair Lady" takes over the subject matter of Shaw's play but majestically transforms the structure of the original text by adding scenes that dramatize events which sometimes are only mentioned in the play, thus allowing the insertion of songs and dance moments that speak for themselves in a highly accomplished way about the characters' personalities and states of mind. The American film critic Roger Ebert highlighted in such a suggestive way the unique value of this masterpiece: "My Fair Lady" is the best and most unpredictable of all musicals, during which I can't decide whether I'm happier when the characters are talking or singing. The songs are so poetic and perfect for memorization: some romantic, some comic, some nonsensical, some deeply philosophical, each wonderful in its own way"[20].

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DEVELOPMENT OF A NOOSPHERIC CONSCIOUSNESS AMONG STUDENTS OF LIFE SCIENCES UNIVERSITIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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Abstract: *The article examines the issue of developing a noospheric consciousness among students of life sciences universities in the process of learning a foreign language. It provides a definition of the concept of the noosphere and justifies the need for a noospheric discourse in the formation and development of the human personality. The significance of developing a noospheric approach to teaching a foreign language in the context of modern requirements for education at the university is determined. Emphasis is placed on the systematic and integrated formation of noospheric consciousness in students, based on the principles of interdisciplinary integration of humanitarian and natural scientific knowledge acquired through the study of the integrative course "Foreign Language and the Scientific Worldview." The article notes that interdisciplinary integration is carried out through integrated subject content, the selection of conditions, principles, methods, and educational technologies for teaching a foreign language at life sciences universities.*

Keywords: *noospheric consciousness, the principle of interdisciplinary integration, foreign language teaching, integrative course.*

Introduction

The problem of the formation of the worldview of university students and the place and role of noospheric consciousness in this process are investigated by many representatives of the humanities. Over time, the relationship between human and nature has become complicated and deteriorated. As a result, nature is suffering, but at the same time, significant threats have emerged to humans, up to the real threat of humanity's self-destruction. Among other measures, the educational system is called upon to do this. Universities, especially universities of life sciences, have significant opportunities for this.

Modern pedagogical science is focused on the formation of a noospheric scientific paradigm – the formation of a holistic scientific picture of the world, noospheric values, a noospheric worldview among students.

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The problem of developing a noospheric approach to foreign language teaching is organically integrated into the contemporary theoretical and practical inquiries of domestic pedagogy and foreign language teaching methodology, and therefore, it is relevant. The noospheric educational approach contributes to the development of students' holistic worldviews. The realization of this potential is presented in the article. It is based on a new system of knowledge about the surrounding world, society, and humanity, which is acquired through interdisciplinary integration of the foreign language and natural science disciplines (biology, ecology, chemistry).

Literature Review

In scientific discourse, various aspects of the researched problem have been represented by numerous scholars. In particular, the theory of the "Earth's Mind" sphere has been substantiated by M. Vavilov, V. Vernadsky, A. Einstein, N. Maslova, O. Chizhevsky, and others. The ways of humanizing and humanitarianizing education within the framework of a noospheric worldview of an individual have been investigated by S. Honcharenko, I. Kyrylenko, Yu. Malovanyi, and others. The conceptual issues of contemporary human's noospheric education have been examined based on scientific-methodological, geoclimatic, socio-cultural, and spiritual-philosophical prerequisites, with attention given to O. Voznyuk, M. Kyryk, and others. O. Subina interpreted noospheric education as an essential component of the professional pedagogical training of education seekers. M. Amosov, O. Bohomolec, K. Ventzel, M. Honcharenko, V. Kulinichenko, M. Moyeseev, D. Lykhachova, T. Tyurina, and others viewed the concept of the noosphere through the lens of spirituality, morality, and human culture, emphasizing its conscious relationship to one's own health.

However, numerous results of scientific research by scholars regarding the detailed essence, content, and features of the practical implementation of the conceptual idea of noospheric education in the university educational environment require the search for effective ways to apply it in the process of foreign language teaching.

The aim of our work

The aim of the article is to detail the substantive and content characteristics of the studied quality of students and to present the methodology of teaching a foreign language at universities of life sciences based on the noospheric approach.

Methods

Achieving the outlined goal was facilitated by the use of a complex of research methods: analysis of scientific literature on the research problem, generalization, description, comparison, observation.

The main aspects of noospheric consciousness

An important function of a higher school is the formation of the worldview of students – future specialists from various fields of human activity. The worldview of an individual is a system of views on the world in general, on a person's attitude to society, nature, and himself. This is the main form of personality orientation. The worldview of an individual as a holistic view of nature, society, and man finds expression in the system of values and ideals of an individual, social group, and society. The worldview of an individual is based on the worldview - a set of certain knowledge about the world. Worldview is a form of social self-awareness of a person, through which he perceives, interprets and evaluates the surrounding reality, as the world of his existence and activity, defines and accepts his place and purpose in it[1].

Taking into account the current level of development of civilization, the peculiarities of university education, the formation of the worldview of a young person - a student, should take place on a scientific basis, and one of the fundamentally important and constructive tasks of a modern higher school is the formation of a new, global type of consciousness - noospheric.

Considering the current level of civilization development, the peculiarities of university education, and the formation of the worldview of a young individual – a student, it should occur on a scientific basis, and one of the fundamentally important and constructive tasks of modern higher education is the formation of a new, global type of consciousness – the noospheric one.

The noosphere [noos – mind, wisdom and sphere] is a new evolutionary state of the biosphere, in which intelligent human activity is a decisive factor in its development. S. Honcharenko presents the concept of the noosphere as the shell of the globe, where the interaction of nature and human society takes place [2]. For the first time, the concept of the noosphere was substantiated by the outstanding Ukrainian naturalist Volodymyr Ivanovich

[1] S.U. Honcharenko, *Ukrainian Pedagogical Dictionary*, Lybid Publishing House, Kyiv, 1997, p. 199.

[2] Ebidem, p. 233.

Vernadskyi (1863–1945). He formulated the most essential characteristics of the processes taking place in the noospheric civilization. The scientist warned about the growing danger of a global ecological disaster and emphasized the need for the formation of noospheric consciousness and noospheric intelligence in the human community. He wrote "In the geological history of the biosphere, a huge future opens up for man, if he understands this and does not use his mind and his work for self-destruction"[3].

The term "noosphere" was first introduced into scientific circulation by E. Leroy in 1924 in Paris at a scientific seminar on the development of the biosphere.

In the theory of the noosphere, one of the paramount objectives is the cultivation of noospheric consciousness. Noospheric consciousness is a complex psychological and philosophical phenomenon that arises from the interaction of an individual with the contemporary socio-cultural and intellectual environment, encompassing elements of education, science, technology, and society as a whole[4].

Let's take a closer look at the main aspects of noospheric consciousness. Noospheric consciousness among students is based on active accumulation of knowledge and discoveries in various fields of study. Students strive to expand their intellectual repertoire and gain a deeper understanding of the world around them through both formal education and self-directed learning. Noospheric consciousness encompasses a broad global perspective, emphasizing the interconnectedness of humanity and the environment on a planetary scale. It involves a multidisciplinary approach, integrating knowledge from various fields such as science, technology, humanities, and social sciences. Noospheric consciousness includes the formation of a personal worldview and values that are focused on the preservation of nature, support for the diversity of cultures and religious beliefs, as well as the development of social justice and global cooperation. It promotes the development of critical thinking, creativity and intellectual skills of students. They learn to analyze information, find new approaches to solving problems and develop innovative solutions. Noospheric awareness supports students' awareness of their social responsibility. They understand their role in society and are ready to take an active part in solving global problems, such as climate change, fighting poverty and

[3] V. I. Vernadsky, *Scientific thought as a planetary phenomenon*. M.: Nauka, 1991. 239 p.

[4] M. Kurik, *Noospheric education in the formation of a new person*. Journal "School Director. Ukraine". № 8-10. Pleiades Publishing House, 2005. p. 4.

ensuring human rights. Students with noosphere awareness develop environmental awareness and understand the importance of preserving the environment for future generations. Noospheric consciousness encourages an appreciation of diverse cultures and a respect for cultural differences.

It is important to note that the noospheric consciousness of students is not a static concept, it constantly evolves along with changes in society and the world. One of the key aspects of this evolution is the ability of students to adapt to new challenges and changes occurring in the environment. In order to ensure the constant evolution of noospheric consciousness, it is important to constantly support the learning and development of students.

Firstly, the development of noospheric consciousness among students involves enriching their knowledge, realizing their role in society, and gaining a deep understanding of environmental issues. Students should be equipped not only with academic knowledge but also with critical thinking skills, a systemic approach, and analytical abilities.

Secondly, fostering the development of noospheric consciousness in students requires practical engagement and interaction with real-world problems. This can be achieved through participation in projects, collaborative research, volunteering, and social initiatives. Students should have the opportunity to apply their knowledge and skills to address real societal challenges.

Thirdly, promoting the development of noospheric consciousness among students involves creating a conducive environment that encourages dialogue, idea exchange, and collaborative learning. Universities and educational institutions should stimulate students to engage in critical thinking, facilitate the formation of interdisciplinary approaches, and maintain a connection with practical applications.

For students of life sciences universities, the very specificity of educational process is fertile for the formation of a special noospheric consciousness, which is based on the fact that there is unity and absolute value of all living things on the globe[5].

An integrative course "Foreign Language and the Natural Science Picture of the World"

The main factor in the formation of students' noospheric consciousness is the systematic and methodical approach applied in this endeavor. The

[5] A.I. Kuzminskyi, *The role of noospheric consciousness in the formation of the worldview of university students*, Humanitarian studios: pedagogics, psychology, philosophy. Vol. 14(1), 2023, p. 200.

concept of the noosphere should be explored within the framework of specialized and humanitarian disciplines during the course of their studies.

The noospheric educational paradigm involves the interdisciplinary integration of a foreign language and natural science disciplines, combining humanitarian and natural science knowledge, allowing one to understand phenomena in their diversity.

Interdisciplinary integration is carried out on the basis of integrated subject content, selection of academic material for students, pedagogical conditions, principles, organizational forms, methods and educational technologies.

It is advisable, in our opinion, to create an integrative course "Foreign Language and the Natural Science Picture of the World", which will help orient the target audience towards conducting active project and research activities. Designing an integrative course like "Foreign Language and the Natural Science Picture of the World" with the aim of developing a noospheric consciousness is a complex task. Such a course should not only cover language skills and natural science concepts but also foster a holistic understanding of the interconnectedness of knowledge, promote environmental consciousness, and encourage critical thinking. Below is a comprehensive course plan that aims to achieve these objectives:

Here are examples of individual lessons that can be conducted as part of the integrative course "Foreign Language and the Natural Science Picture of the World." Each lesson integrates language learning with a specific natural science topic to help students develop a noospheric consciousness.

Lesson 1: Introduction to the Noospheric Consciousness

Discuss the concept of the noosphere and its relevance to the course.

Introduce the interdisciplinary nature of the course.

Explore the importance of language in understanding and promoting a noospheric consciousness.

Lesson 2: Language Proficiency Assessment

Conduct language proficiency assessments (listening, speaking, reading, writing) to determine students' starting points.

Discuss individual language learning goals for the course.

Provide resources for language skill improvement.

Lesson 3: Biodiversity and Ecosystems

Introduce the topic of biodiversity and ecosystems.

Learn scientific vocabulary in the target foreign language related to ecology.

Discuss the role of biodiversity in ecosystem stability.

Assign readings and discussions on the impact of human activities on ecosystems.

Lesson 4: The Solar System and Astronomy

Explore the solar system and basic astronomical concepts.

Learn scientific terms and facts about planets, stars, and galaxies in the foreign language.

Discuss space exploration missions and their contributions to our understanding of the universe.

Lesson 5: Chemistry and Sustainability

Study chemical principles and reactions.

Acquire scientific vocabulary related to chemistry.

Discuss the importance of green chemistry and sustainable practices.

Engage in a group activity to design eco-friendly experiments or products.

Lesson 6: Medicine and Global Health

Learn medical terminology in the target foreign language.

Explore the human body's anatomy and common health issues.

Discuss global health challenges, including pandemics, using scientific and medical language.

Role-play medical scenarios and ethical debates.

Lesson 7: Environmental Ethics and Sustainable Practices

Examine the ethical responsibilities in a noospheric consciousness.

Explore the concept of sustainability and its various dimensions.

Discuss sustainable practices, such as renewable energy and zero-waste lifestyles.

Create individual eco-friendly action plans and present them in the foreign language.

Lesson 8: Interdisciplinary Research Projects

Form interdisciplinary groups.

Select a real-world problem related to the natural sciences.

Collaboratively research, analyze, and propose solutions within a noospheric framework.

Prepare project proposals and outline language use in presentations.

Lesson 9: Science Communication and Presentation Skills

Develop effective science communication skills in the target foreign language.

Learn strategies for creating engaging presentations and conveying complex scientific ideas.

Practice presentation delivery and receive peer feedback.

Lesson 10: Final Project Presentations and Reflection

Groups present their interdisciplinary projects to the class.

Encourage discussions and questions about the global implications of the projects.

Facilitate a class-wide reflection on the development of a noospheric consciousness throughout the course.

These lessons provide a structured framework for integrating language learning with natural science topics while promoting interdisciplinary thinking and the development of a noospheric consciousness. Each lesson encourages active participation, critical thinking, and effective communication in the foreign language.

Conclusion

In summary, we observe that teaching a foreign language to students through interdisciplinary integration contributes to individualization and activation of the educational process and intellectual activity. It fosters the development of logical thinking and addresses educational challenges in innovative and comprehensive ways. The principle of interdisciplinary integration is defined as the synthesis of different disciplines, the actualization of interdisciplinary connections, and the interaction of integrated elements themselves at various levels, including goal setting, content, methods, organizational forms, and teaching technologies, all grounded in the noospheric approach. Noospheric education represents a holistic learning process aimed at the thorough assimilation of systemic knowledge in the humanities and natural sciences, fostering the formation of a noospheric worldview among students at life sciences universities.

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GRAMMAR TEACHING STRATEGIES FOR ESP STUDENTS
A SHORT REVIEW

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***Abstract**: "The present paper presents a short analysis of two methods used when teaching grammar to students who study English for Specific Purposes (ESP). As the content of the course is centered on specialized language, its introduction into the lesson is interrelated with grammar use. For the business contexts, as for specific purposes in general, grammar has to mimic real-life situations and provide ready-to-use contexts that have to provide students with a clear view of how language works in everyday life. For how grammar is taught in these situations, the present paper explores Rod Ellis' (2015) theory in implicit and explicit methods for students to acquire grammar. As Ellis suggests that there is an explicit knowledge and an implicit knowledge of grammar, the present paper makes a brief review of Ellis' theory by analysing these two concepts for Business English.*

***Keywords**: grammar teaching, implicit knowledge, explicit knowledge, ESP.*

Introduction

The use of grammar in English for Specific Purposes is a precondition to the acquisition of the language learned although it is not the focus of the course. As ESP is usually taught at higher level or to adults who have already graduated university but want to specialize in different fields or are students and study in specialized faculties, they often have a certain level of grammar knowledge with rare cases when adults have A1 level of language according to the European Framework of Reference for Languages [1]. Besides the intrinsic motivation and the grammar level, students need to go through some grammar review although the main focus of the course is learning vocabulary. Ken Hyland states that ESP "tends to be generally more abstract and less dependent on the immediate setting of its coherence than everyday language use"[2]. The means in which grammar

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[1]https://www.coe.int/en/web/common-european-framework-reference-languages

[2] Ken Hyland, *English for Specific Purposes: What is it and where is it taking us?*, ESP Today, vol. 10(2), 2022, pp. 202-220.

aspects are introduced to the ESP students make the difference regarding the way they can internalize the theories and how logical connections can be done further on for language acquisition. For this, Rod Ellis proposes the implicit and explicit methods that work for students.

Rod Ellis – implicit and explicit knowledge

According to Rod Ellis, there is a major issue regarding the purpose of teaching grammar in foreign language, namely English in this case. He states that "the full acquisition of a grammatical structure is known to be a slow and gradual process involving weeks and sometimes months. During this process, learners pass through a series of transitional stages before finally arriving at a stage where they are able to produce the target structure accurately in communication" [3] . What Ellis implies the fact that the internalization of a new grammar structure can be a long-term difficult process for students to be able to communicate and produce content to the desired level that shows the fact that the they can use in a logical and structured method the second language grammar (L2). He suggests that the time allotted to grammar teaching and learning is generally not sufficient for students to achieve the desired results.

In order for students to acquire grammar in L2, Ellis proposes two methodological approaches: "abandon the aim of teaching grammar for immediate communicative use and replace it with a lesser aim – helping learners to develop metalinguistic understanding of grammatical structures (i.e. explicit knowledge of rules). Such an aim has merit if it can be argued that such knowledge will assist the long-term process of developing the procedural knowledge (i.e. implicit knowledge) that is needed for effective communication"[4]. Ellis proposes the explicit and implicit ways that would help students internalize grammar by eliminating the traditional method that implied an immediate communication use but rather determine students to understand and become aware of the leaning process. This would have the result in the implicit knowledge which would involve a long-term correct use and appropriation of grammar deriving from the metacognitive approach of the first step identified as explicit knowledge.

Besides the explicit and implicit methods, Ellis also mentions a second way to introduce grammar via tasks that involve the students in the

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[3] Rod Ellis, *Grammar Teaching for Language Learning*, Babylonia, no 2, 2014, pp. 10-15.

[4] Rod Ellis, Rod Ellis, *Grammar Teaching for Language Learning*, Babylonia, no 2, 2014, pp. 10-15.

grammar issues needed to be taught. Ellis explains: "the second way to is to embed the teaching of grammar into a task-based approach where attention to grammatical form arises naturally out of the attempt to engage in meaning-focused communication. This approach caters to incidental rather than intentional language learning by students and, while it might not ensure that they achieve immediate implicit knowledge of the target form, it can help them progress towards it"[5]. The second method presented by Ellis may seem more remote than the first one and the traditional one that face the students with grammar rather than guide them into guessing the roles of grammar structures and then derive a conclusion from the discoveries. Even if Ellis says that the second method can, in time, lead to implicit grammar acquisition, it looks vaguer and could pose challenges for the students who are not already familiar with the structure and never question the use of certain grammar aspects in the materials discussed.

The approach that Rod Ellis analyses in depth is focused on the explicit and implicit strategies that lead to better grammar acquisition on this opinion. Further on, the paper presents these two forms of learning grammar in more detail in order to make the transition to the means in which they have been used in the ESP class for Business English students from the Bucharest University of Economic Studies. According to Ellis, "implicit knowledge is not teachable, it is only learnable"[6] which makes sense in the way that it is an intrinsic method that students internalize knowledge and make logical connections between words and sentences that make up the grammar context.

Table 1: Implicit and explicit knowledge (from Ellis, 2015)[7]

Characteristics	Implicit knowledge	Explicit knowledge
Consciousness	We are not conscious of what we know implicitly; implicit knowledge is only evident in communicative language behaviour.	We have conscious knowledge about the "facts" of language (e.g. the meaning of words and grammatical rules)
Accessibility	Implicit knowledge can be accessed effortlessly and rapidly; it is available for automatic processing.	Explicit knowledge requires controlled processing and thus can typically only be

[5] Idem
[6] Idem
[7] Idem

		accessed slowly and applied with difficulty.
Verbalization	Implicit knowledge cannot be verbalized until it is made explicit, learners cannot tell what they know implicitly.	Explicit knowledge is often verbalizable; learners can report what they know. This calls for knowledge of the metalanguage needed to talk about language.
Orientation	Implicit knowledge is called upon when learners are oriented towards encoding or decoding the meaning of messages in communication.	Explicit knowledge is called upon when learners are formulating and monitoring sentences to ensure they conform to target language norms or because they lack implicit knowledge.

The table provided by Ellis show the characteristics of the two types of knowledge he had in mind for designing tasks for his students. These are divided according to for criteria such as: consciousness, accessibility, verbalization, orientation and give a clear picture of the learning process and its mechanisms for L2 grammar. The implicit process of learning is the result of explicit knowledge and can show if, when and how well students have managed to internalized grammar rules and language. While explicit knowledge is a self-awareness of how the target language works, implicit knowledge presupposes that the students apply the rules in an automatic and unconscious manner.

Explicit and Implicit knowledge for Business English students

When teaching specialized language, there is an important aspect of the teaching process that has to be taken into account: teaching grammar. As grammar is not the main concern for specific vocabulary, it is sometimes overlooked or tangentially approached in these lessons. For Business English students, teaching grammar is essential as it has to facilitate business interaction in areas such as: speaking, writing – communication in general. As a matter of fact, certain curricula prefer to call Business English as Business Communication and there is a focus on register making a clear distinction between formal, semi-formal and informal registers that are of major importance when dealing with possible future business partners. Thus, for grammar acquisition, the explicit and implicit teaching and learning strategies are of importance as students need to make clear distinctions between the three registers. The informal register is characterized by more simple ways of asking questions, direct forms of addressing people and, for highly informal language, no inversion between the subject and the verb. It can be associated with spoken English, sometimes even slang, and has to be kept at the friendly and familiar level. It can create confusion or even misunderstanding if spoken to a non-native English speaker or even speakers coming from different areas of the country as a dialect. It consists of abbreviations, short forms, emoticons and any other words that can help convey meaning in written form. It can be often associated with the internet language. The semi-formal register is highly used in office interactions, while sending emails or memos to colleagues and generally within a work environment. It is a relaxed and direct style, does not require any official forms and means to address the recipients. The semi-formal register has the advantage of being easy to use and direct, consisting of simple sentences, abbreviations and short forms of the words within a full sentence. Formal register is the official way of addressing someone, uses indirect questions and can be highly academic. It uses complex sentence structures, usually type 2 conditional, "would" after "if" as a very polite manner to address people. This register is useful for business emails to potential business partners and has the underlying effect of transmitting information or asking for information in ways that are characteristic to Business English. Further on, there are some examples of informal, semi-formal and formal registers and their features:

Informal register: "Hey, what's up! Done the report?"

Semi- formal register: "Hey, have you finished the report?"

Formal register: "Could you be so kind and tell me if you have finished the report?"

(Example of questions in different registers using different grammatical structures)

From the above examples, one can notice the different use of grammar. For all these situations, students need to know and apply different grammar structures, be familiar with the ways sentences are structures, the word-order within a sentence and why exceptions apply when using formal register.

According to Ron Ellis, this grammar appropriation can be done at consciousness level via the explicit knowledge of grammar. After a thorough application of the language, implicit knowledge is possible. Ellis states that "the acquisition of implicit knowledge is a slow process. It requires massive exposure to the target language"[8]. So, by continuously exercising, testing and reviewing language and grammar, students can become so familiar with the target language, that implicit knowledge is a result of correct appropriation of information. He goes on and states that "by creating the right conditions, implicit grammar instruction can facilitate the ongoing development of implicit knowledge"[9]. This can also be underdone via guided discovery, as well as use of eliciting meaning.

Regarding accessibility, Ellis suggests that it can be acquired quite slowly while implicit knowledge can be accessed much easier, in a natural manner and without focus on how it is formed. It comes as a natural process of reproducing and thinking in the foreign language. It is the result of understanding how a language works, repeated activities in this sense and automation.

In terms of verbalization, explicit knowledge is related to metacognition and thus leads to a series of rules explanation, verbalization and understanding. It is part of the learning process. Nevertheless, implicit knowledge cannot become verbalized and can be performed only after explicit knowledge is fulfilled.

Orientation is the 4th characteristic as designed by Ellis and he states that explicit knowledge implies the fact that students have to "orient" themselves when learning new rules as they need to make sure they understand how L2 works and conform their understanding according to them. On the other hand, implicit knowledge refers to the situations in which students have to decipher the messages transmitted in the target language and know how to operate with them already.

For Business English students, the four characteristics proposed by Ellis are applicable when teaching grammar as it is prerequisite condition for them to use the target language as accurately as possible. As business English is oriented towards more formal and semi-formal registers, the contexts for using a certain register or the other can make the difference between successful business or not. Also, as English is a universal language, there are other aspects suck as culture, accent, mother language influence that can alter proper message delivery. For this reason, in order to achieve the needed level of L2 language, learners have to consciously (explicit) and

[8] Idem

[9] Idem

unconsciously (implicit) use grammar in business contexts. Thus, both written and oral communication are influenced by how students internalize the target language. By applying Ellis' methods, there is a more direct and easy way to understand, acquire and use second languages.

Conclusion

Rod Ellis proposes a theory which suggests that by using external and internal knowledge instead of the traditional route towards acquiring a foreign language, via the implicit and explicit knowledge. The two methods for teaching grammar for ESP students have the role of associating grammar to specialized language. Although the means in which the teaching process differ in the case of specialized language, it is important to make it available even in classes where focus is on vocabulary. The implicit and explicit methods are interrelated and, while implicit knowledge is a sort of continuation of the explicit method although as it reflects the ways in which students have managed to understand and appropriate grammar. The internalization process is done via different methods and approaches, by direct use or by eliciting the rules from the students. The article made a brief introduction into the Ellis' method by focusing on the Business English classes which require the students to be able to integrate new vocabulary in grammar structure. The conclusion is that the method proposed by Ellis is beneficial because it raises awareness regarding the way grammar in L2 is understood and learned.

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RECONSTRUCTION OF INNER FORMS OF CULTIVATED PLANT NAMES

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Abstract: *The synchronic and diachronic analysis of phytonyms is in line with the current problems of modern linguistics. The aim of the study is to reconstruct inner forms of Latin and Ukrainian names of cultivated plants, to determine the types and mechanisms of semantic motivation. The research used the etymological analysis of phytonyms and the comparative method, the material was 20 binomial Latin and Ukrainian names of cultivated plants. As a result of the study, it was found that the process of naming cultivated plants in Latin and Ukrainian is based on the mechanisms of propositional-dictum and associative-metaphorical motivation. The results confirm the conclusions of modern cognitive studies that in the process of plant nomination, priority is given to propositional-dictum motivation, which records true knowledge about the object of nomination in the onomasiological structure of the name.*

Keywords: *inner form, semantic motivation, etymology, phytonym, scientific names, cultivated plant*

Introduction

According to Usyk, the inexhaustible scientific interest in the analysis of phytonyms is explained by the long and constant human contact with nature in the process of historical development, during which human learned the properties of plants, the possibilities and methods of their use, and recorded the most important signs in the nomination process: the channels of obtaining information about the environment (visual, olfactory, gustatory, tactile); practical experience of application; assessments based on the collective psychology of different ethnic groups[1].

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[1] L. Usyk, *Kohnityvno-onomasiolohichna rekonstruktsiia otsinnoho komponenta u semantytsi fitonimiv (na materiali nazv likarskykh roslyn u nimetskii, anhliiskii, rosiiskii ta ukrainskii movakh)* [Cognitive and onomasiological reconstruction of the evaluative component in the semantics of phytonyms (on the material of the names of medicinal plants in German, English, Russian and Ukrainian languages)]. (Doctoral dissertation). Kyiv, 2017, p. 8.

Among the priority tasks of modern etymological research in general, and the study of plant names in particular, scientists name reproduction of the original word's motivation, reconstruction of the supposed primary meaning and explanation of the further semantic development[2].

The reconstruction of motivation is an obligatory stage of research. According to Shestakova, the motivation of phytonyms is understood as a reflection in the name of the motives of the nomination, and the motive of the nomination is a set of factors that act in the nominative situation, influence the creation of a certain nomination and force the subject to make this or that choice. The problem of factors affecting the choice of motivator traits in the nominative process remains the main one for modern motivation research, proving their considerable diversity[3].

To investigate the semantic motivation of plant names, it is necessary to have a good knowledge of various aspects related to plants. Dębowiak & Waniakowa warn that one of the prerequisites is a proper cognizance of botany, which includes, in particular, identification of plants, knowledge of their typical features, such as general appearance, shape and appearance of leaves, smell, flowering period and healing properties etc. Another key factor is knowledge about the use of plants[4].

According to Kalko, the plant names reflect a wide range of information channels: auditory, visual, tactile, olfactory, gustatory, as well as the axiology and feelings of the people; elucidating the peculiarities of the selection of motivators when creating phytonyms makes it possible to get to know more deeply both the nominative mechanisms in general and their priorities in ethnic consciousness in particular[5].

Modern scientific research on phytonyms develops mainly in the cognitive and onomasiological aspect, focused on the study of the formation of the linguistic picture of the world and the mechanisms of internalization of extralinguistic reality in language, the specifics of the internal reflective experience of the people (V. Kalko, L. Usyk and other), the semantic

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[2] P. Dębowiak & J. Waniakowa, Semantic Motivation of Plant Names as a Part of their Etymology. *The Landscape of Lexicography.* Lisboa: Centro de Linguística da Universidade de Lisboa & Centro de Línguas, Literaturas e Culturas da Universidade de Aveiro, 2019, p. 175.

[3] S. Shestakova, Motyvatsiia suchasnykh ukrainskykh fitonimiv [Motivation of modern Ukrainian fitonyms], *Ukrainska mova,* 2010, 2, p. 44-49.

[4] P. Dębowiak & J. Waniakowa, *op. cit.*, p. 174.

[5] V.V. Kalko, *KohnitYvno-onomasiolohichnyi analiz nazv likarskykh roslyn v ukrainskii movi* [Cognitive Onomasiological analysis of Officinal Plants' Names in the Ukrainian Language] (Dissertation thesis). Odesa, 2003, p. 4.

motivation of plant names as parts of their etymology (P. Dębowiak, J. Waniakowa, I. Sabadosh, S. Shestakova and other), study of folk and dialectological names (I. Nechytailo, O. Kovaliuk, O. Gorodyska, M. Caceres-Lorenzo, M. Salas-Pascual) and polyconfrontational, aimed at comparing plant names in several unrelated languages (A. Urniaż, J. Waniakowa and other). However, as emphasized by Usyk, despite a fairly strong tradition in the study of phytonyms as a lexical-semantic class of language units, the ontological issues of revealing the mechanisms of the generation of these names, which mediate the connection between the conceptual and linguistic levels and reflect the processes of acquisition, remain not fully resolved [6].

A group of phytonyms – the names of cultivated plants grown by humans to obtain food products, fodder, medicines, industrial and other raw materials – remains outside the attention of researchers. This problem goes beyond purely linguistic knowledge. As botanists note, in the study of the flora of any region of the planet, academic institutions consider the active study of natural (spontaneous) flora to be the primary task, paying much less attention to cultivated flora. At the same time, the areas of agrocoenoses in many countries are significantly dominated by natural coenoses, sometimes occupying up to 60-70% of their territory, and therefore the applied value of a number of objects of cultural flora is constantly and steadily increasing. This indicates an urgent need to focus attention on this important but specific group of plants[7]. Research on the origin of the scientific names of cultivated plants was carried out in the work "Lingua Latina agrobiologica"[8].

The aim of the study is to reconstruct inner forms of Latin and Ukrainian names of cultivated plants, to determine the types and mechanisms of semantic motivation.

We used etymological analysis of phytonyms, comparative method and generalization in the study. The material was 20 binomial names of cultivated plants, selected from the work "Cultural Plants of Ukraine"[9]. The lexicographic base of the study are such etymological dictionaries:

[6] L. Usyk, *op. cit.*, p. 8.

[7] V.A. Nechytailo, V.A. Badanina & V.V. Hrytsenko, *Kulturni roslyny Ukrainy* [Cultivated plants of Ukraine]. Kyiv: Fitosotsiotsentr, 2005. p. 5.

[8] V. D. Shynkaruk, O. Iu. Balalaieva, & I.I. Vakulyk, *Lingua Latina agrobiologica*. Kyiv: Milenium, 2017. 528 p.

[9] V.A. Nechytailo, V.A. Badanina & V.V. Hrytsenko, *op. cit.*

“Etymological dictionary of Latin and the other Italic languages” [10], “Etymologisches Wörterbuch der botanischen Pflanzennamen” [11], “Etymological dictionary of the Ukrainian language”[12].

Etymological analysis of Latin and Ukrainian plant names

According to Kalko, the plant names are manifestations of certain fragments of the national-linguistic worldview as a result of the perception by ethno-consciousness of the signs, properties, structure of plants, their effect on humans, taking into account the cognitive mechanisms of analogy with other conceptual spheres, myths, beliefs, traditions, customs of the people. Differentiation of motivational processes in the array of phytonyms takes into account the specifics of choosing motivators from certain fragments of knowledge about the signified. This gives grounds for distinguishing three types of motivation of Ukrainian plant names: propositional-dictum, associative-metaphorical and combined[13].

Let's consider the types of motivation of Latin and Ukrainian names of cultivated plants.

Allium caepa – Garden onion (Цибуля городня).

The Latin scientific name consists of the generic name *allium, i n* ‘garlic’ and the species epithet *caepa, ae f* ‘onion’ (the plants belong to one genus Allium, Amaryllidaceae family,). This type of motivation, when the name is transferred due to the fact that both plants belong to the same genus, but of different species is propositional-dictum[14]. There is no single point of view on etymology of the word *allium* (before the 1st century AD – *alium*): researchers actualize various motivators of the name, seeing connections with various signs and characteristics: smell, taste, structure. Some scientists connect it with Latin *halare, olere* 'to smell', because the plant has a characteristic odour (predicate-argumentative variety of propositional-dictum motivation), others scientists – from Celtic *all* 'burning' or from Proto-Indo-European **ālu-* ‘bitter plant’. In these cases, qualitative motivators, which indicate qualitative characteristics, were reconstructed.

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[10] M. de Vaan, *Etymological dictionary of Latin and the other Italic language*s. Leiden Indo-European etymological dictionary series. Vol. 7. Brill, 2016.

[11] H. Genaust, *Etymologisches Wörterbuch der botanischen Pflanzennamen,* 3rd ed. überarbeit. und erw. aufl. Hamburg: Nikol, 2012.

[12] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]* (Vol. 1 -6). Kyiv: Naukova dumka, 1982-2012.

[13] V.V. Kalko., *op. cit.,* p. 6.

[14] L. Usyk, *op. cit.,* p. 177.

Vaan suggests that *alium* comes from Latin *ala* 'wing' – by the appearance of daughter bulbs (cloves) of garlic, which resemble wings[15]. This is an associative-terminal, metaphorical motivation (external similarity of the shape of the ANIMAL body part (donor zone) and the PLANT part (recipient zone).

Some researches see a connection with the Greek *λλεσθαι (hallesthai)* 'to jump out', because garlic is easy to divide into cloves. The same feature is also the basis of the Ukrainian name *'часник`*, which arose as a result of the substantivization of the adjective *česnъ* 'that which is separated' (about garlic cloves), derived from the *verb česti (česati),* Ukrainian *чесати* 'to scratch' (cf. German *Knob(lauch)* 'onion', *Kloblauch* 'garlic' from *klieben* 'to split'). The form *часник* instead of the expected **чесник* is considered to be secondary, which appeared as a result of convergence with the word *частий*[16].

The noun *caepa (cepa)* 'onion', which comes from Ancient Greek *κάπια (κήπια)* 'onion, garlic', is used as a specific epithet[17]; some researchers point to a connection with the Celtic *cap (cep)* 'head' after the spherical shape of the bulb. The diminutive of the noun *caepa* is *caepula (cepula)* 'onion'. It is from this form that the Ukrainian name *цибуля* comes through the mediation of Polish *cebula, cybula* and German *zibolle, zebulle* with the same meaning[18].

Brassica oleracea – Cabbage (Капуста городня).

The origin of the Latin name *brassica* is unknown. Most researchers connect it with the Proto-Celtic *bresic (bresich)* 'cabbage', although the possibility of reverse borrowing is not ruled out. According to another version, there is a connection with Greek *braxein* 'to cook, prepare': cabbage was a fairly common vegetable crop in ancient Rome, many dishes were prepared with it, or it is a contraction from *praesecare* 'to cut early' < *prae-* + *secare* (predicate-argument type of propositional-dictum motivation). The adjective *oleraceus, a, um* comes from Latin *olus, eris n* 'vegetable'.

The Ukrainian name *капуста,* known in written sources from the 11th century, is also derived from Latin[19]. Thus, in the Etymological Dictionary of the Ukrainian Language it is stated that the name *капуста* is the result of

[15] M. de Vaan, *op. cit.,* p. 33

[16] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 6, p. 282.

[17] M. de Vaan, *op. cit.,* p. 108.

[18] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 6, p. 243.

[19] I.V. Sabadosh, *Istoriia ukrainskoi botanichnoi leksyky (XIX - pochatok XX st.) [History of Ukrainian botanical vocabulary (XIX – beg. XX)].* Uzhhorod: UNU, 2014, p. 100.

a modification of the borrowed Latin *compos(i)ta* 'sauerkraut' ('composed, mixed (greens, cabbage), related to Latin *compositus* 'composed, mixed', *compōno* 'compose'; the word acquired its the current form under the influence of contamination with a group of Romance words close in meaning: Latin *caputium* 'head of cabbage' (from *caput* 'head'), Italian *cappuccio*, French *cabus* 'head of cabbage'[20].

Cucurbita pepo – Field pumpkin (Гарбуз звичайний).

Pliny the Elder explains the origin of the word *cucurbita* by combining the Latin words *cucumis* 'cucumber' and *orbis* 'circle' – 'round cucumber' based on the shape of the fruit (the plants belong to the family of *Cucurbitaceae*)[21]. Modern etymologists also point to the connection of Latin *cucurbita* 'gourd' and *cucumis* 'cucumber'[22] , but Pliny's version is considered doubtful: for example, Genaust believes that it was formed with reduplication after *cucumis* from **curbita* 'gourd'[23]. Possibly from Sanskrit *cirbhaṭa, carbhaṭa* 'long melon', but the mediation is unknown. The noun *pepo onis m* 'pumpkin, melon', used as a specific epithet, comes from Greek. *πέπων (pepon)* 'ripe' (see below for the etymology of the word *cucumis*).

The Ukrainian name *гарбуз* is borrowed from the Turkish and is ultimately also related to the name of cucumber: cf *karpuz, харбуз, карбуз* etc., that comes from Persian *χarbūza* 'melon' (lit. 'donkey cucumber'), which consists of the noun stem *χer* 'donkey' and *bučinėja* 'cucumber'[24].

Cucumis sativus – Cucumber (Огірок посівний).

Latin *cucumis, eris m* borrowed from Ancient Greek *κυκυος,* that may have come from a pre-Italic Mediterranean substrate language such as Hebrew *quishua* 'zucchini'. Vaan believes that the original form may have been **kuku(m)~* [25]. The adjective *sativus, a, um* 'sown' is derived by the suffix *-īv-* from the root *sat-* of the passive participle *satus* 'sown' (of *serō, serere* 'to sow, plant')[26].

As Sabadosh notes, cucumbers have been planted in Ukraine for a long time, and their name is documented in many variants in monuments of old

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[20] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 2, p. 378.

[21] S.P. Hrytsenko & O.Y. Balalayeva, *Latin language for the students-agrobiologists: manual*. Kyiv, Tcentr uchbovoi literatury, 2008.

[22] M. de Vaan, *op. cit.,* p. 149.

[23] H. Genaust, *op. cit.,* p. 132.

[24] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 1, p. 472.

[25] de Vaan M., *op. cit.,* p. 148.

[26] H. Genaust, *op. cit.,* p. 330.

Ukrainian writing, since the 16th century[27]. Based on archaeological data and a comparison of the names of cucumbers in various Slavic languages, the researcher suggests that in the Kyivan Russian period the nomen **огоркъ/*огуркъ* < Proto-Slavic **ogurbkb: *ogurbkb* < Greek *αγουρος*. The etymology of *αγουρος* is unknown, it's mostly associated with Greek *ἄωρος* 'premature, unripe' (because cucumbers are eaten green unlike to melons – *πέπων (pepon)* 'ripe'), formed with the negative prefix ἄ- from *ὥρα* 'time, year, day, season'. Greek *ἀγγούρι(ον)* is also considered a borrowing from Eastern languages (cf. Persian *angārah* 'watermelon', *angūr* 'bunch, grape')[28].

Solanum lycopersicum – Tomato (Помідор їстівний, томат).

Propositional-dictum motivation: Latin name consists of the generic name *solanum, i n* 'nightshade' and the specific epithet *lycopersicum, i m* 'tomato' (the plants belong to the same genus of the Solanaceae family). The etymology of the word *solanum* is unclear: Wittstein connects it with Latin *solamen* 'relief, comfort', *solāri* 'to soothe, relieve pain', because some species of the genus were used in folk medicine as an analgesic and narcotic. However, Genaust considers this version dubious and derives *solanum* from Latin *sol* 'sun'[29].

The specific epithet *lycopersicum (lycopersicon)* comes from the ancient Greek *λύκοπερσικων (lúkopersikōn)*, lit. 'wolf peach' from *λύκος (lúkos)* 'wolf' + *περσικόν (persikṓn)* 'peach'. This name is explained by the fact that tomatoes were initially considered poisonous and until the 8th century they were used as decorative plants. A significant number of plants in Solanaceae family are indeed poisonous. In various cultures, since ancient times, something that posed a threat to health or was inedible was called "wolf". As Kalko notes, with propositional-modal motivation, the axiological marking of the name of a plant on the "Good - Bad" scale is determined, as a rule, by its real properties: benefit or harm to humans. The dominant is the expression of negative evaluation, which is carried out with the help of theonymic, demonological, coloristic and animalistic vocabulary[30]. Usyk explains, that analogization of the evaluation signs of the donor zone ANIMAL and the recipient zone PLANT can take place based on poisonous properties of the plant, then a negative utilitarian evaluation is fixed in the zone of the phytonym sign. An intensive negative evaluation is observed in examples

[27] I.V. Sabadosh, *op. cit.*, p. 107.

[28] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 4, p. 153.

[29] H. Genaust, *op. cit.*, p. 143.

[30] V.V. Kalko., *op. cit.*, p. 13.

with a *wolf-* component. Wolves were the most dangerous predators for humans, common on the European continent, therefore the danger to life and health from the use of a certain poisonous plant was equal to the damage they caused[31].

The Ukrainian name *помідор* is borrowed from the Italian *pomidori* (plural), *pomodoro* (singular) arose as a result of merging the constituent elements of the word combination *pomo d'oro* 'tomato' (lit. 'golden apple'), consisting of *pomo* 'apple' + d' (shortened form of the preposition *di* 'from ' < Latin *de* with the same meaning) + *oro* 'gold' < Latin *aurum*[32]. In 1544, Pietro Andrea Matthioli named the plant 'golden apple'.

Another representative of this genus is *Solanum melongena – Eggplant (Баклажан синій).* It's a propositional and dictum motivation: generic name *solanum* 'nightshade' + species epithet *melongena* 'eggplant'. The etymology of *melongena* has not been determined. Genaust suggests that, probably, it based of Late Latin *melum* 'apple' (after the fruit shape) or Greek *melallo-* 'black' (after the dark fruit colour), along with Italian *melanzana* from Greek *μελιτζάνα* (*melintzanion*), which together with Romance forms (Spanish *berengena*, Portuguese *beringela*, Catalan *alberginera* > French *aubergine*) from Arabic *al-bädingän* 'eggplant' based on Persian *batingän* and its vulgar form *bädingän*[33].

The Ukrainian name of the plant was derived from this stem. As Sabadosh notes, this culture appeared in Ukraine only in the 19th century. The primary form *батлажан* was on loan through the Turkish *patlydzan*, *patingan* < Arabic-Persian *badinjan*[34]. Secondary form *баклажан* became normative in the Standard Ukrainian and approved as a scientific term[35].

Solanum tuberosum – Potato (Картопля).

Literally, the scientific name of the plant is translated as "tuberous nightshade." The adjective *tuberosus, a, um* is derived from *tuber, eris n*.

The Ukrainian names of potatoes appear in sources at the end of the 18th century: All of them are borrowed from other languages. The name *картопля* became normative in the modern Ukrainian language[36]. It's

[31] L. Usyk, *op. cit.*, p. 100.

[32] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 4, p. 509.

[33] H. Genaust, *op. cit.*, p. 244.

[34] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 1, p. 120.

[35] I.V. Sabadosh, *op. cit.*, p. 128.

[36] Ibid., p. 126.

borrowed from German through the Polish language. German *Kartoffel, Tartuffe* 'potato' comes from Italian *tartufo, tartufolo* 'truffle' (from Vulgar Latin **terrae tufer* 'earth tuber', Latin *terrae tuber*; which was transferred to potatoes due to the similarity of tubers[37].

Capsicum annuum – Capsicum, Pipper (Перець стручковий, однорічний).

Most researchers relate the name *capsicum* with Latin *capsa, ae f* 'box, case'[38] after the shape of fruits, which resemble a box or capsule with seed inside. As Kalko notes, the combination of the conceptual spheres artefact and plant is explained by the mechanism of human consciousness, which compares images of the man-made world to the non-man-made world[39]. According to another version, *capsicum* derives from Greek *καπνόω (kapto)* 'to bite' after the taste of fruits (qualitative motivator), but Genaust considers such a connection unproven[40]. The species epithet *annuus, a, um* (from Latin *annus, i m* 'year') indicates that the life cycle of a plant lasts one growing season.

The Ukrainian name *перець* is borrowed from Latin *piper* 'pepper', which comes from Greek *пепери* < Indian *pippalī´* 'pepper grain'[41]. From the Proto-Slavic *пьпьрь пьпьрьць* is derived > *перець* by haplology.

Helianthus annuus – Sunflower (Соняшник звичайний, або однорічний).

The generic name is formed by Greek *ἥλιος (helios)* 'sun' and *ἄνθος (anthus)* 'flower'. In most studies, two variants of motivation are given: by the similarity of the head (flower) of the plant to the sun and by the characteristic of heliotropism (young flowers turn towards the sun)[42]. Diffuse-metaphorical type of motivation, qualitative + partitive, donor zone NATURE FACT (sun) and recipient zone PLANT.

Similar motivations underlie the Ukrainian name *соняшник* due to the similarity of the sunflower flower with the sun, as well as the fact that its flower constantly turns to the sun[43].

Daucus carota subsp. sativus – Carrot (Морква звичайна городня).

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[37] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 2, p. 397.

[38] H. Genaust, *op. cit.,* p. 93.

[39] V.V. Kalko., *op. cit.,* p. 12.

[40] H. Genaust, *op. cit.,* p. 93.

[41] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 4, p. 346.

[42] H. Genaust, *op. cit.,* p. 94.

[43] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 5, p. 354.

The genus name *daucus* comes from Latin *daucos, daucum*, related to Greeк *δαῦκος (daukos)* 'carrot, parsnip'. Genaust notes that the word has an unclear origin [44]. The Ancient Greek word *δαῦκος* denoted several umbrellifers. It is sometimes connected to the verb *δαίω* 'to kindle, burn' because of the burning taste of the root, but Genaust considers this version doubtful. The specific epithet *carota* comes from Greeк *καρωτόν (karōtón)* 'carrot, parsnip', which is connected either with Greeк *κάρᾱ (kar)* 'head' (Genaust, 2012: 96), or with the Proto-Indo-European root **ker-* 'horn' due to its horn-like shape (in both cases it's a metaphorical name, analogizing the shape of a part of a plant with parts of a human or animal body). The subspecific epithet *sativus* indicates that it is a cultivated subspecies of the common or wild carrot.

The Ukrainian name *морква* < Proto-Slavic **mъr̥ky* (gen. **mъr̥kъve*), which is considered related to Lithuanian *burkunas*, and possibly with an ancient German mor(a)ha, deriving them from Proto-Indo-European root **mr̥k-/*br̥k-*[45].

Beta vulgaris – Beet (Буряк звичайний).

The origin of Latin and Ukrainian plant names is unclear[46]. Latin *beta* is a loan, probably from Celtic[47]. The Ukrainian name *буряк* is borrowed through the Polish from Middle Latin or Italian: cf. Latin *borāgo* (borrāgo), Italian *borragine* 'borage' comes from Arabic *abū araq* 'the same'; according to Bruckner, the name of the borage was transferred to the beet because they were both used in salad; Slavsky believes that *burak* as the name of the *Beta vulgaris* comes from the name of the colour *bury*, contaminated with the medieval *borak, burak* 'beetroot'; Mahek derives this name from Czech. *buryňa* 'fodder beet' (*bur-gyńa*)'[48].

Phaseolus vulgaris – Common bean (Квасоля звичайна).

The Latin *phaseolus* is a diminutive of *phaselus, phaselos* with the same meaning, which comes either from Ancient Greek *φαισαλος* 'bean', or from the substrate language that was the original source[49]. The specific epithet

[44] H. Genaust, *op. cit.*, p. 138.

[45] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 3, p. 514.

[46] O.Yu. Balalaieva, Etymology of Latin plant names. *Language and Culture.* 2011, 3(149), p. 210-214.

[47] H. Genaust, *op. cit.*, p. 96.

[48] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 1, p. 305.

[49] H. Genaust, *op. cit.*, p. 288.

vulgaris, e 'common, widespread, inherent in or pertaining to common people' comes from *vulgus* 'the multitude, the masses'.

The Ukrainian name *квасоля* was borrowed through Polish from the Middle High German *fasōl*, which comes from Latin *phaseolus* 'bean' < Greek *φασιαλος*[50].

Pisum sativum – Pea (Горох посівний).

The Latin *pisum* 'pea' comes from Greek *πίσον, πίσος (pison, pisos)* with the same meaning; a word probably of Thracian or Phrygian origin [51].

The Ukrainian name *горох* is a common Slavic (Proto-Slavic **gorxъ* < **gorsъ*), which is also connected with ancient Indian *gharṣati* 'grinds', *ghṛṣṭa* 'ground', explaining the original meaning as 'something ground' (cf. the semantic parallel Lithuanian *žìrnis* 'pea', Proto-Slavic **zьrno,* ancient Indian *jīrṇá* 'crushed, rotten'[52].

The etymology of another cereal plant is explained in a similar way.

Triticum vulgare – Common wheat (Пшениця звичайна).

The Latin name *triticum* derives from the perfect passive participle *tritus, a, um* of verb terō , terere 'to graze, grind': from ancient times, flour was ground from wheat grains[53].

The Ukrainian *пшениця* < Proto-Slavic *pьšenica*, a derivative of *pьšeno* 'millet' < substantive participle *pьšeno* (mascul. **pьšenъ*) from *pьxati* 'to grind, pound': the name is due to the fact that millet grains must be ground to obtain millet [54] . Both in Latin and in Ukrainian, there is a predicate-argument type of propositional-dictum motivation.

Panicum miliaceum – Millet (Просо посівне).

The common version is to traces the name *panicum* from the Latin *pānis* 'bread' (possibly ultimately from Proto-Indo-European **peh₂-* 'to graze; protect; shepherd'. However, Genaust believes, the name *panicum* comes from Latin *panus, paniculus* 'panicle, ear of millet' and quotes Pliny the Elder: *panicum a paniculis dictum* 'millet is named after a spike' and rejects the traditional explanation from Latin *panis* 'bread' [55] . Vaan suggests that

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[50] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 2, p. 416.

[51] H. Genaust, *op. cit.,* p. 295.

[52] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 1, p. 572.

[53] M. de Vaan, *op. cit.,* p. 616.

[54] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 4, p. 648.

[55] H. Genaust, *op. cit.,* p. 278

panicum could be connected with *panis* 'bread', although he notes that millet is not normally processed as bread[56]. A specific epithet is an adjective *miliaceus, a, um* < Latin *milium, i n* 'millet', which comes from Proto-Indo-European **melh2-* 'to grind, crush' (cf. also Ancient Greek *μελίνη* 'millet' and Lithuanian *málnos* 'millet'. Vaan explains the meaning as 'a grain which can /is to be ground'[57].

The origin of the Ukrainian name *просо* (from Proto-Slavic **proso*) is unclear; possibly non-Indo-European; are also connected with ancient Indian *parṣáḥ* 'sheaf' and Indo- European root **pre-(s-)* 'to press, beat'[58].

Avena sativa – Common oat (Овес посівний).

The etymology of the Latin plant name *avena* is unknown, it is probably a word from a non-Indo-European substrate: related to Lithuanian *aviža*, Latvian *auzas*, Proto-Slavic **ovьsъ* with the same meaning. Vaan notes that a form with a different suffix would be more expected in Latin: *avina* and reconstructs the Proto-Italic **aweksna~*[59], another researcher Genaust – **auigsnā*[60].

The Ukrainian name *овес* (Proto-Slavic *ovьsъ*) related to Lithuanian *avižà* (perhaps from **aviga*), Latvian *âuza*, Prussian wyse, Latin *avēna (*avīna ‹ *auigsnā)*, further, possibly from Greek *αἰγίλωψ*[61].

Secale cereale – Rye (Жито посівне).

The origin of the word *secale* is unclear, Genaust suggests that it may have been borrowed from the Balkans, or later based on Latin *secare* 'to cut' as 'to cut grain'[62].

The specific epithet *cerealis* comes from the name Ceres, the goddess of fertility, harvest and agriculture, whose mission was to give food and life to mankind.

The Ukrainian name *жито* comes from the Proto-*Slavic* žito, related to *žyti* 'to live' (cf. *zyto* 'garden, grain', Polish *żyto*, Czech *žito*, Dutch *žyto*, Bulgarian *жи́то* 'grain, wheat', Szv. *zhȉto*[63].

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[56] M. de Vaan, *op. cit.,* p. 443.

[57] Ibid., p. 379.

[58] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 4, p. 603.

[59] M. de Vaan, *op. cit.,* p. 64.

[60] H. Genaust, *op. cit.,* p. 66.

[61] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 4, p. 149.

[62] H. Genaust, *op. cit.,* p. 335.

[63] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 2, p. 200.

Hordeum sativum – Barley (Ячмінь посівний).

Most researchers agree that the Latin name was given to the plant because of the long sharp spines, but they reconstruct different stems. Vaan reconstructs the Proto-Italic form **xor(s)d<-ejo-* (stem **hordr-* with adj. suffix **ejo~ (< *gh(e/o)rsd-)*. Since barley was known in Europe from the seventh millennium BC, and since at least two main types of barley were in use, it is quite conceivable that the different IE dialects adopted 'barley' as a loanword when they migrated into Europe and Asia Minor[64]. Genaust derives it from Indo-European **ghfzdti, *gherzdä* 'spine, arista' and further to **ghers-* 'to stand out, bristle; sprout'[65]. Related to Latin *horreo* 'to bristle', *hirsutus* 'bristly''.

The Ukrainian name *ячмінь* < Proto-Slavic **(j)ęčьmy* (gen. *singular (j)ęčьmene*); there are no exact Indo-European cognates; suggest an origin from Indo-European **ank-* 'to bend, flex' and affinities with Lithuanian *ánka* 'loop', dvn. *ango, angul* 'loop; spike', Latin *uncus* 'hooked, curved', Greek *ὄγκος* 'curvature; hook', ancient Indian *añká-* 'hook': in many species of barley the mature spikes bend to the ground. A less likely connection with Greek *ἀκοστή* 'barley', *ὄμπνη* 'food, grain'; it's a dubious derivation of Proto-Slavic **ę(čьmy)* from Indo-European **n̥-*, so is the reconstruction of the Proto-Slavic form **i̯aŋkimen- ‹*aŋkimen-* and connection with Prussian *ayculo* 'needle', Greek *αἶκλοι* 'sharp arrows' because of the long spikes of the ear[66].

Fagopyrum esculentum – Buckwheat (Гречка посівна).

The name *fagopyrum* comes from two words: Latin *fagus* 'beech' and Greek πυρός *(pyros)* 'wheat' and is literally translated as 'beech wheat'[67]. Buckwheat, like wheat, was ground into flour, and the triangular grains resemble beech tree nuts (associative-terminal motivation, mixed type, where the donor area is other PLANTS, and the motivators are related to the similarity of the visual image and destination (qualitative + destination).

The specific epithet – adj. *esculentus, a, um* 'edible'– comes from Latin *esca, ae f* 'food, fodder', that indicates the utilitarian properties of the plant.

The Ukrainian name *гречка* < *грек* 'Greek', because the plant came to the Eastern Slavs through the Greeks[68] (ESUM, 1, 592).

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[64] M. de Vaan, *op. cit.*, p. 288.

[65] H. Genaust, *op. cit.*, p. 197.

[66] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 6, p. 565.

[67] H. Genaust, *op. cit.*, p. 165.

[68] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language]*, vol. 1, p. 592.

Zea mays – Corn (Кукурудза звичайна).

The name of the genus *zea* comes from the ancient Greek. ζειά (zeia, zea) 'spelt, wheat or other gramineous plants'[69]. A specific epithet is the noun *mays,* borrowed through the Spanish. *maiz* 'corn, maize' from Haitian or Cuban *mahiz*.

The etymology of the Ukrainian name *кукурудза* is unclear. These are only a few examples: "It is possible that the word is of Slavic origin, related to the root **kokor-, *kukur-* 'something unfurled" and related to. *kukúrjav* 'curly' and Bulgarian *kukuryak* 'helebore'; it is possible that the word is a reverse borrowing from the Romanian language, in which *cucurúz* 'corn' comes from Ukrainian *kokorudka* 'cone', *kokoruddya* 'cones'. The opinion about the origin from the Turkish *kokoroz* 'corn stalk with leaves' is not considered to be fully proved; assumptions about the origin from the unrecorded **κοκκόροζο(ν)* 'cob of corn' or from the onomatopoeic *kukurú* 'the call for feeding the bird with corn grains' are improbable[70]. As Sabadosh notes, several names of corn are known in the Ukrainian sources from the beginning 18th century. If the name *кукуруза (кукурудза)* in the 18th century is just starting to be used in the Ukrainian, then already at the beginning 19th century it firmly wins a priority place in use in almost the entire territory of Ukraine. Finally, the variant *кукурудза* becomes the standard norm.

Conclusions

The results of the research confirm the conclusions of modern cognitive and comparative studies that in the process of plant nomination, priority is given to propositional-dictum motivation, which records true knowledge about the object of nomination in the onomasiological structure of the name and is based on the selection of the motivator from the zone of true information about signs and properties plants. Since the names of plants are one of the oldest layers of vocabulary, it is not always possible to clearly establish the etymology of a word, especially in the Latin language, where a significant part of plant names is borrowed through Greek from other ancient languages[71]. From the point of view of available diachronic depths, the reconstruction of the motivators of many Latin words is in the polemic field of modern researchers and remains hypothetical. Even within

[69] H. Genaust, *op. cit.,* p. 389.

[70] *Etymolohichnyi slovnyk ukrainskoi movy [Etymological dictionary of the Ukrainian language],* vol. 3, p. 131.

[71] O. Balalaieva, High-frequency Greek and Latin roots denoting plant parts. *Euromentor,* vol. 11(2), 137-145.

etymological investigations of one word, researchers actualize various motivators of the name, seeing connections with various signs and characteristics. In propositional and dictum motivation, the predicate-argument variety with various motivators prevails, the most productive of which are qualitative, destinative, and partitative. Associative-terminal motivation in the names of cultivated plants is represented by various models, the most productive of which are the transfer of signs from the donor zones HUMAN, ANIMAL, NATURAL FACT, and ARTIFACT.

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REFUGEE CHILDREN IN THE ATTENTION OF THE STATES OF THE WORLD AND INTERNATIONAL ORGANIZATIONS

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Abstract: *International treaties are important for refugee children because they set standards. When a state ratifies a treaty, the state's government promises the international community that it will behave in accordance with the standards of the treaty.*

Objectives: The 1951 Refugee Convention and the 1967 Protocol relating to the Status of Refugees set standards that apply to children in the same way as to adults.

Research methods: Right compared to an article of the Convention that sets standards that are of particular importance for children: refugees must receive "the same treatment" as citizens in primary education and treatment at least as favorable as that given to non-refugee foreigners in secondary education (art. 22).

The 1969 Organization of African Unity Convention - which governs specific aspects of refugee problems in Africa, expanded the definition of "refugee" to include people from Africa fleeing war and other disruptive events, seriously harming public order. The OAU Convention does not distinguish between children and adults. The 1984 Cartagena Declaration also expanded the refugee concept, and although the standard is not legally binding, Latin American states apply it.

Findings and implications of the study: The treaty that sets the most standards regarding children is the Convention on the Rights of the Child (CRC) of 1989. Although the CRC is not a refugee treaty, refugee children are covered because all rights in the CRC must be granted to all persons under the Convention, the age of 18 (art. 1) without discrimination of any kind (art. 2).

Keywords: *rights, refugee children, discrimination, treaties, conventions, foreigners*

Introduction

Children's rights are that sum of fundamental rights that any citizen of the member states who has not yet reached the age of majority benefits from.

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The Convention on the Rights of the Child is the document adopted by the UN that promised to ensure the respect and protection of the rights of all children. Throughout the 54 articles, a series of universally valid obligations are presented.[1]

Before analyzing this international instrument, we consider it important to explain certain notions that underlie the study. Thus, first of all, the child represents any person under the age of 18. They enjoy the same rights as any adult but benefit from an increased level of protection in certain areas, such as respect for the cultural values of the child's community, but also the legal protection of the child both before and after birth. By means of this Convention, all the rights enjoyed by children and the responsibilities of states in relation to them are defined. Of course, these rights are interdependent, of equal importance and cannot be subject to any restriction or limitation.

The 1951 Refugee Convention and the 1967 Protocol (relating to the Status of Refugees) set standards that apply to children in the same way as to adults:

(1) a child who has a "well-founded fear of persecution" for any of the above reasons is a "refugee",

(2) a child who has refugee status cannot be forced to return to his country of origin (principle of non-refoulement), and

(3) no distinction is made between children and adults in social protection and legal rights.

An article of the Convention sets standards that are of particular importance for children: refugees must receive "the same treatment" as nationals in primary education and treatment at least as favorable as that given to non-refugee foreigners in secondary education (art. 22).)[2]

The 1969 Organization of African Unity Convention (which governs specific aspects of refugee problems in Africa) expanded the definition of "refugee" to include people from Africa fleeing war and other disruptive events, seriously harming public order. The OAU Convention does not distinguish between children and adults. The 1984 Cartagena Declaration

[1] O.E., Atherton, K.M., Lawson, and R.W., Robins, '*The development of effortful control from late childhood to young adulthood*', Journal of Personality and Social Psychology, vol. 119, no. 2, 2019, p. 417–456. https://doi.org/10.1037/pspp0000283, accessed on 04.11.2023.

[2] K., Brandstadter, U., Harms, and J., Grosschedl, '*Assessing System Thinking Through Different Concept Mapping Practices*', International Journal of Science Education, vol. 34, no. 14, 2012, p. 2147–2170.

also expanded the refugee concept, and although the standard is not legally binding, Latin American states apply it.[3]

The Convention on the Rights of the Child is important for refugee children because it sets comprehensive standards. Virtually every aspect of a child's life is covered, from health and education to social and political rights. Some standards are specific, for example the articles on juvenile justice (arts. 37 and 40), adoption (art. 21) and family rights (arts. 5, 9 and 14.2). Certain social rights are expressly conditioned by the financial capacity of the state. The rights to health (art. 24), to education (art. 28) and to an adequate standard of living (art. 27) are described as "evolving rights" because they increase with the economic development of the state. However, these social rights are not just abstract principles or goals. Because they are "rights", the prohibition of discrimination (art. 2) means that any benefits a state grants to children who are its citizens, it must grant to all children, including those who are refugees on its territory.[4]

The Convention on the Rights of the Child has gained importance for refugee children due to the almost universal ratification of the treaty (155 States Parties as of March 1994). CRC standards have been accepted by countries in all regions of the world, countries of all populations, all geographic sizes, and all stages of economic development, and represent all types of political systems and religious traditions. Because the standards are universal, the CRC can be used as a powerful advocacy tool: a country cannot use its uniqueness as an excuse for not meeting universal standards.[5]

Widespread ratification of the CRC is also important for other reasons. Where a state is party to the CRC, but there is no refugee treaty, the CRC can be used as the primary basis for protecting refugee children. Even when a state has not ratified the CRC, UNHCR

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[3] UN High Commissioner for Refugees (UNHCR), *Refugee Status, Arbitrary Deprivation of Nationality, and Statelessness within the Context of Article 1A(2) of the 1951 Convention and its 1967 Protocol relating to the Status of Refugees*, October 2014, PPLA/2014/01, available at: https://www.refworld.org/docid/543525834.html accessed 15 November 2023

[4] C.N. Vergatti, The legal status of refugees, Ed. of the Romanian Institute for Human Rights, 2009, p. 63-69

[5] A. Bandura, '*Exercise of human agency through collective efficacy*', Current Directions in Psychological Science, vol. 9, no. 3, 2000, p. 75–78, available at: https://doi.org/10.1111/1467-8721.00064 accessed on 05.11.2023

(Children with Human Rights) continues to advocate compliance with it because its standards are universal.

Purpose of the research

UNHCR (United Nations High Commissioner for Refugees) also applies the CRC to its own work, using rights as guiding principles. UNHCR's Child Refugee Policy states that "as a United Nations convention, the (CRC) constitutes a normative framework of reference for UNHCR's action" (para. 17). One of the policy's guiding principles states that "in all measures taken with respect to refugee children, the human rights of the child, in particular the child's best interests, must be a primary consideration." (par. 26 (a)). (The policy is reproduced in Appendix A). At the beginning of each chapter of these guidelines, the rights set out in the CRC are referred to as UNHCR standards.

For the welfare of refugee children, UNHCR advocates compliance with CRC standards by all states, international agencies, and non-governmental organizations.

In 1990, the World Summit for Children adopted a declaration and plan of action. The goals of the World Summit set important standards to be achieved in health and education. As a result, states are encouraged to develop national action plans, which should include refugee children in the category of "children in particularly difficult situations". Although the Declaration and Plan are not conventional standards, their widespread acceptance was a major step forward.[6]

Typically, more than half of the refugee population are children. Refugee children are children first and foremost and as children they need special attention. As refugees, they are particularly threatened by the unprecedented uncertainty and upheaval that increasingly mark the post-Cold War era.[7]

Commitment and due respect to the components of a policy aimed at protecting the best interests of children are prerequisites for ensuring

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[6] N. Eisenberg, T.L., Spinrad, and N.D. Eggum, 'Emotion-related self-regulation and its relation to children's maladjustment', Annual Review of Clinical Psychology, vol. 27, no. 6, 2010, pp. 495–525. "The document is available online at https://doi.org/10.1146/annurev.clinpsy.121208.131208 accessed on 04.11.2023.

[7] E. Flouri, E. Papachristou, and E. Midouhas, 'The role of neighborhood greenspace in children's spatial working memory', British Journal of Educational Psychology, vol. 89, no. 2, 2018, pp. 359–373. "The document is available online at https://doi.org/10.1111/bjep.12243 accessed on 03.11.2023.

certain elements of their well-being. Therefore, much of what remains to be done for refugee children can be achieved with the resources normally provided by host governments and the international community. However, additional resources may be required to fully implement UNHCR's policy. Ensuring adequate and balanced nutrition for refugee children and ensuring their right to primary education, for example, will require more financial resources than have generally been provided to date. Therefore, while UNHCR will seek, where necessary, to supplement government resources and ensure the participation and support of other entities in pursuit of the aims and objectives outlined in the policy, the High Commissioner will also seek the continued support of members of the international community which gave him the mandate to protect and assist these children.[8]

Research objectives, novelty and scientific originality

To improve and strengthen the protection and care of refugee children, UNHCR adopted the Policy on Refugee Children, approved by the UNHCR Executive Committee in October 1993. UNHCR's Guiding Principles on Refugee Children, first published in 1988, have been updated in light of the new policies and are presented in this document. At the heart of their work is awareness of children's need for special care and assistance.

Children are vulnerable. They are susceptible to disease, malnutrition, and physical injury.[9]

Children are dependent. They need the support of adults, not only for their physical survival, especially in the early years of childhood, but also for their psychological and social well-being.

Children develop. They grow in developmental sequences, like a tower of bricks, each layer dependent on the one below. Serious delays that interrupt these sequences can seriously disrupt development.[10]

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[8] N. Eisenberg, R.A. Fabes, I.K. Guthrie, and M. Reiser, 'Dispositional emotionality and regulation: Their role in predicting quality of social functioning', Journal of Personality and Social Psychology, vol. 78, no. 1, 2000, pp. 136–157. "The document is available online at https://doi.org/10.1037/0022-3514.78.1.136 accessed on 04.11.2023.

[9] E.J. Finch, 'Do Schools Promote Executive Functions? Differential Working Memory Growth Across Schoolyear and Summer Months', AERA Open, vol. 5, no. 2, 2019, pp. 1–14. https://doi.org/10.1177/2332858419848443 accessed on 04.11.2023.

[10] D. Haslam, A. Mejia, D. Thomson, and T. Betancourt, 'Self-Regulation in Low- and Middle-Income Countries: Challenges and Future Directions', Clinical Child and Family

Refugee children face far greater risks to their safety and well-being than the average child. The sudden and violent onset of emergencies, the disruption of family and community structures, and the severe lack of resources that most refugees face, profoundly affect the physical and psychological well-being of refugee children. Unfortunately, infants and young children are often the first and most frequent victims of the violence, disease and malnutrition that accompany population displacement and refugee exodus. In the aftermath of emergencies and in the search for solutions, separation from families and familiar structures continues to negatively affect refugee children of all ages. So, helping refugee children meet their physical and social needs often means providing support to their families and communities.[11]

The "Triangle of Rights" The major innovation of the CRC (Convention on the Rights of the Child) is that it grants rights to children. We are used to thinking of children as having needs to be met, rather than as legal rights. Thanks to the CRC, children now have internationally recognized human rights.

Although the rights set out in the CRC cover almost every aspect of a child's life, three rights are so fundamental that they can be considered to underpin the entire CRC: the best interest rule, non-discrimination, and the right to participation. These three rights are so important and so interdependent that it is useful to think of them as a 'triangle of rights'. The three rights of the triangle reinforce each other to achieve the objective: "survival and development" of children (art. 6).

The "best interests" rule has two main applications: government policy development and decisions about children at the individual level.[12]

- Political decisions - art. 3 requires that "in all actions concerning children", the State shall make the "best interests of the child a primary

Psychology Review, vol. 22, no. 1, 2019, pp. 104–117. "The document is available online at https://doi.org/10.1007/s10567-019-00278-0 accessed on 03.11.2023.

[11] S.E. Gathercole, S.J., Pickering, B. Ambridge, and H., Wearing, 'The structure of working memory from 4 to 15 years of age', Developmental Psychology, vol. 40, no. 2, 2004, pp. 177–190. "The document is available online at https://doi.org/10.1037/0012-1649.40.2.177 23, accessed on 03.11.2023.

[12] L. O'toole, 'Cultivating Capacities: a Description of the Learning for Well-Being Approach To Core Practices', in M. Matthews, L. Pulkkinen, B. Heys, C. Clouder, and L. M. Pinto (Eds.), Improving the Quality of Childhood in Europe, Volume 6, 2016, pp. 14–29. "The document is available online at https://www.learningforwellbeing.org/wp-content/uploads/QoCBook-6-Chapter-2-Cultivating-Capacities.pdf accessed on 03.11.2023.

consideration". This article requires states to consider how each course of action may affect children. Since the interests of children are not always the same as those of adults and can sometimes even conflict, the state must carefully separate the different interests at stake. The government is not bound to take the course of action that is best for children, but if conflicts are identified, the state must make the children's "best interests" a "paramount consideration." This rule applies to budget allocations, legislation, and government administration.

- Individual children - When deciding about an individual child, the best interests of the child must be, at a minimum, "a primary consideration". In certain situations, more consideration is given to the child's well-being. For example, in a case of abuse or neglect, a child can be separated from his parents if "it is necessary in the best interests of the child" (art. 7). In an adoption case, "the best interest of the child must be the main consideration" (art. 21). In these cases, how a course of action might affect the child must be closely considered, which is a requirement similar to policy decisions. What may differ in individual cases is that, in certain sections of the CRC, the welfare of a child must take precedence over that of an adult.[13]

For example, developing a long-term plan for an unaccompanied minor requires a decision about the best interests of the child. A child may be an orphan living in a refugee camp, with grandparents in the country of origin, an uncle in a second country of asylum, and an unrelated family in another country who would like to adopt the child. In deciding what is best for the child, many factors should be taken into account, including the "desire for continuity" of culture and language (art. 20), preservation of family and nationality (art. 8) and the child's own wishes, which must be taken into account in the light of the "age and maturity" of the child (art. 12). The objective is to allow the child to "grow up in a family environment, in an atmosphere of happiness, love and understanding" (Preamble). Deciding on the best interests of the child can often be difficult; no answer can be clear and without discrimination definitely correct. (For example, there are not enough "facts" to decide. More information is needed: does the child have legal

[13] C.N., Vergatti, *The legal status of refugees,* Ed. of the Romanian Institute for Human Rights, 2009, p. 63-69.

"refugee" status? How old is the child? What are the conditions in his country of origin? grandparents able to raise the child? And so on)[14]

Theoretical significance

The best interest rule is the basis of the CRC; each article is a variation on the theme of the best interests of children.

The article on non-discrimination, art. 2, requires states "to respect and guarantee the rights set forth in the present convention to every child within their jurisdiction, without discrimination of any kind, regardless of the child's national, ethnic or social origin... or any other situation." In other words, every child under a state's jurisdiction has all CRC rights, regardless of citizenship, immigration status, or any other status. Refugee children, asylum seekers and rejected asylum seekers benefit from all CRC rights.

Participation is a recurring theme within the CRC. Article 12 provides that: "States parties shall guarantee to the child capable of forming an opinion the right to express that opinion freely in all matters concerning him, the opinion of the child being duly taken into account according to the child's age. and maturity." In one way or another, almost every article refers to some aspect of children's participation in society.

There are many forms of participation. For example, there is social participation in family life (art. 7.1, 10) and community life (art. 15, 17), and the protection of people with special needs, such as disabled children (art. 23).

Involving children in decision-making helps adults make better choices because they are better informed about children's thoughts, feelings, and needs. But participation also responds to a need for development. Through participation, children learn decision-making skills and gain the confidence to use these skills wisely.

As children grow older and mature, they become more involved in decision making. Three forms of participation in decision-making are:

- Entering information. When elementary school children draw pictures, the activity can be just a hobby and self-expression. But it can also be participatory, provided that adults use the images as a source of information about children's thoughts and feelings in making decisions.

[14] A. VON Suchodoletz, S. Gestsdottir, S.B. Wanless, S.B. MC Clelland, F. Birgisdottir, C. Gunzenhauser, and H. Ragnarsdottir, 'Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland', Early Childhood Research Quarterly, vol. 28, no. 1, 2013, pp. 62–73. "The document is available online at https://doi.org/10.1016/j.ecresq.2012.05.003 accessed on 05.11.2023.

- Dialogue. Children have opinions and can discuss them with adults. According to the CRC, when adults give opinions "due weight", depending on the child's age and maturity, then children participate in the decision-making process.[15]

- Decision making. At an older age, young people can make some of their own decisions. For example, according to national law, teenagers may have the right to marry or join the army. Although these choices are generally subject to parental approval, teenagers' right to decide what is in their best interests shows that participation is a continuum: with increasing age and maturity comes increased control over one's life.

CRC emphasizes relationships. Although the Convention on the Rights of the Child grants individual rights to children, the CRC also emphasizes relationships. Children's well-being and the exercise of their rights depend on their families and communities. The CRC recognizes that the family is the "fundamental group of society" and places the rights of the child in the context of parental rights and duties (art. 5, 14, 18, etc.). The importance of the community is constantly recognized (art. 5, 13, 14, 15, 20, 29, 30).

Throughout these guidelines, we emphasize that one of the best ways to help refugee children is to help their families, and one of the best ways to help families is to help the community. UNHCR's policy on refugee children conveys the same message.[16]

The CRC defines "child" as any person "who has not attained the age of eighteen years, unless, according to the law applicable to the child, majority is attained earlier" (art. 1). The CRC definition can be confusing because it equates child with "minor". The dictionary definition of "child", on the other hand, is a person who has not yet reached puberty or sexual maturity. A person who is no longer a child but not, yet an adult is an adolescent, a young man or a young woman.

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[15] E. Flouri, E. Papachristou, and E. Midouhas, 'The role of neighborhood greenspace in children's spatial working memory', British Journal of Educational Psychology, vol. 89, no. 2, 2018, pp. 359–373. "The document is available online at
https://doi.org/10.1111/bjep.12243 accessed on 03.11.2023.

[16] UN High Commissioner for Refugees (UNHCR), Refugee Status, Arbitrary Deprivation of Nationality, and Statelessness within the Context of Article 1A (2) of the 1951 Convention and its 1967 Protocol relating to the Status of Refugees, October 2014, PPLA/2014/ 01, available at:
https://www.refworld.org/docid/543525834.html accessed 15 November 2023

It is worth noting that the UNHCR policy on refugee children uses the CRC definition (para. 3).

When advocating "children's rights" in societies where teenagers assume adult roles, such as marriage, child rearing, work, or fighting, for example, you must be prepared to explain why all people under 18 should benefit of special treatment accorded to them under the CRC.

"The best way to help refugee children is to help their families, and one of the best ways to help families is to help the community. The figure illustrates how UNHCR, often through operational partners, in some cases directly protects and helps refugee children, often programs are designed to help the family help and protect their children and help the community support the family and thus protect the child."

One of the reasons 18 is the dividing line is that it is the widely accepted age of legal majority, meaning the age at which a person assumes the legal rights of an adult. But there is a more practical reason why teenagers are included in the CRC. Although teenagers may have adult bodies and play many adult roles, they generally have not fully developed their emotional maturity and judgment, nor have they attained the adult social status that comes with the adult life experience. In refugee situations, adolescents need the "special care and assistance" that CRCs provide: they are still developing their identity and acquiring essential skills. When refugees' situations deprive them of the structure they need, it can be more difficult for them to adjust than for adults. Their physical maturity but lack of full capabilities and adult status also makes them possible targets for exploitation, such as sexual abuse and military recruitment.

UNHCR's effective management of refugee protection and assistance requires that the actions of its staff are tailored to the different needs and potentials of refugee children, women, men, persons with disabilities, the elderly and other groups with distinct requirements. Their needs are not well served when, especially in emergency situations, refugees are treated as an undifferentiated mass of humanity.[17]

Children's needs, however, should not be addressed in isolation. They are normally most effectively encountered in family and community contexts. In addition, the well-being of the child is closely related to the

[17] United Nations High Commissioner for Refugees. (2023, March 18). "The document is available online at the Wikipedia address.

https://ro.wikipedia.org/wiki/%C3%8Enaltul_Comisariat_al_Na%C8%9Biunilor_Unite_pentru_Refugia%C8%9Bi accessed on 15.11.2023.

health and safety of the primary caregiver, which is usually the mother. Consequently, UNHCR staff must strengthen the capacities of refugee families to meet their own needs and improve the participation and situation of refugee women, thus contributing significantly to the well-being of their children. Staff members must ensure the effective implementation of the High Commissioner's Policy on Refugee Women and the UNHCR Guidelines on the Protection of Refugee Women to improve the situation of refugee children. As the High Commissioner's policies on children and women are complementary, their implementation needs to be coordinated. Moreover, the components of the refugee child policy must be integrated into a comprehensive program of protection and assistance for refugees in general.[18]

UNHCR staff must redouble their efforts to integrate children themselves into protection and programming processes. Although vulnerable, children are also a resource with much to offer, the potential contributions of children should not be overlooked. They are people in their own right, with suggestions, opinions, and abilities to participate in decisions and activities that affect their lives. Efforts on the part of refugee children fall short if they are perceived only as individuals to be fed, immunized, or sheltered, rather than treated as participating members of their community.

Applicable value

When advocating for adolescents, it can sometimes be more useful to focus on their needs in a given situation rather than on the legal language of the CRC on "children's rights", which could be misunderstood if not carefully explained.

All UNHCR staff are encouraged to use the Convention on the Rights of the Child in all aspects of their work, to use the language of children's 'rights' and to emphasize the 'triangle of rights', the rule of 'best interests', non-discrimination and participation.

It is good practice to be familiar with the CRC, to know if the country you are working in has ratified the Convention and if it has made reservations, to know if it has been translated into the language(s) of that country, and to have easy access to a copy of the Convention. Children can be requested from the office.

[18] UNHCR manuals, recommendations, and guides. "The document is available online at https://www.unhcr.org/ro/67-roresursedocumente-juridicemanuale-recomandari-si-ghiduri-unhcr-html.html accessed on 15.11. 2023.

It is important not to base your support for CRC standards solely on the fact that they are legal rights. Each right was included in the Convention on the Rights of the Child because it helps meet a developmental need of children. Successful advocacy taps into people's better nature—their natural desire to protect children and their sense of justice—and provides practical solutions to problems. The CRC is not just a legal treaty, it is a moral statement and a practical guide to child welfare.

Conclusions

No set of goals or objectives is definitive. A continuous process of review and improvement is needed to ensure that the protection and actions of the UNHCR program remain relevant and practical. Such a process requires a continuous exchange of information and experiences between all those concerned with the rights and well-being of refugee children.

In this sense, and in many others, the success of this policy requires the cooperation of a variety of actors. The Child Refugee Guidelines are currently being updated and their format revised. It will define and develop action measures that give concrete meaning to the policy set out above, all aimed at the effective management of essential activities for the protection and care of refugee children.

Children will always need special protection and care, but the High Commissioner does not demand that children's needs be met separately from those of other refugees. Indeed, UNHCR's policy was formulated in the hope that future efforts on behalf of children would be so well integrated into all aspects of protection and program planning and implementation that a separate children's policy would no longer be necessary. The population-based planning training that UNHCR has launched is an important step towards this integration.

Commitment to and compliance with the components of a policy aimed at protecting the best interests of children are prerequisites for ensuring certain elements of their well-being. Much of what remains to be done for refugee children can therefore be achieved with resources normally provided by host governments and the international community. However, additional resources may be required to fully implement UNHCR's policy. Ensuring adequate and balanced nutrition for refugee children and guaranteeing their right to primary education, for example, will require more financial resources than have generally been provided to date. Therefore, while UNHCR will endeavor, where necessary, to supplement government resources and ensure the participation and support of other entities in achieving the goals and objectives set out in the policy, the High Commissioner will also rely on the continued support of members of the international organization, community that entrusted him with the mandate to protect and assist these children.

Children share with refugee adults the need for protection and assistance. However, children have additional needs and rights compared to adults. Care must be taken to ensure that these special needs and rights are perceived, understood, and respected by those seeking to protect and assist refugees in general. Until this becomes a matter of course for all actors working with refugees, specific directives on refugee children are needed. These directives must aim at removing the effects of war zones i, by ensuring access to psychologists who can communicate with them in their native language, or access through Artificial Intelligence to a climate of peace, of new knowledge that will attract their attention and direct them to continue their studies, learning the language of the country that shelters them, increasing their desire to fulfill themselves professionally.

The integration of refugee children must always bear in mind that they have their own opinions that must be listened to, they can make decisions that must be allowed to be executed in the countries where they have taken refuge, respectively they must be treated like other members of the community, without discrimination.

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SENSORY STIMULATION IN RE-EDUCATION OF FINE MOTOR SKILLS IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

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Abstract: *Mind and brain are in a perfect harmony. The feelings, thoughts and actions are only possible because of the complex actions of the brain. Any change that occurs in the brain can have a major impact on our feelings, thoughts and actions.*

Children with ASD look absolutely normal, but despite appearances, subtle areas of the brain are not functioning properly. Brain changes lead to behavior that confuses and frustrates them, they become aggressive or withdrawn when they are in a group or refuse to participate in various activities or sports games. These children usually have difficulty interpreting images, sounds, and the sensations of touch or movement, are disturbed by bright lights, and get upset if they are touched or moved unexpectedly. Also, the way they control, coordinate and use their muscles is ineffective.

Sensory integration therapy, practiced by occupational therapists, uses play, designed to change the way the brain responds to touch, sound, sight and movement. Sensory integration therapy involves activities that have the role of organizing the sensory system by providing vestibular, proprioceptive, auditory and tactile stimuli.

Through well-planned activities by the therapist, sensory integration therapy uses sensory stimuli in an organized and controlled way, depending on the child's needs. In each session the therapist "constructs" the characteristics of the environment in such a way as to create only "appropriate reactions" from the therapeutic point of view.

Keywords: *Autism spectrum disorder, fine motor skills, sensory stimulation.*

Autism spectrum disorder, found in the Diagnostic and Statistical Manual of Mental Disorders (DSM – 5), is a neurodevelopmental disorder that affects communication skills, social interaction and behavior, sensory and motor areas.[1]

The scientific history of this disorder dates back to the early days of the 19th century, a century and a half before Kanner, when, in 1799, the first case

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[1] C.S. Baron, *The Pattern Seekers: How Autism Drives Human Invention*, Publica Publishing House, 2021, p. 105.

was discovered and reported by Dr. Itard. Victor, the "wild man of Aveyron", had many common features with children who suffered from mental illnesses and triggered a multitude of polemics at the level of psychiatry of that era. Itard states that Victor was neither sensitive to cold nor to very strong heat, and showed very selective hearing: for example, the sound of a cracked nut or an edible item that was to his taste, made him turn around, and the sound of an explosion/loud noise produced no reaction from him.[2]

All this proves the similarity between Victor, the "wild child of Aveyron", and the children whom today science calls autistic.

Despite all the research carried out over decades, autism spectrum disorder has been and remains a controversial issue in every aspect. But one thing is certain: progress, speaking about it from all points of view, has guided specialists towards a better and better information about this disorder. Among the important researchers of autism, we can mention the Romanian Sergiu Pașca, a doctor originally from Aiud, professor and assistant of psychiatry and behavioral sciences at Stanford University. His research focuses on deciphering/decoding the molecular and cellular mechanisms of neuropsychiatric disorders, including autism.[3]

Over the years, have appeared various tools to assess autism spectrum disorders, such as: ADOS Test - Autism Diagnostic Observation Schedule, Carolina Curriculum Test, CARS evaluation scale.

Among the most common symptoms in autism are lack or loss of motor skills and sensory integration dysfunctions. They matter a lot to the development of the other skills of the autistic child, such as language development and self-service skills.

Before starting any therapeutic intervention, there are two very important steps: correct assessment and setting clear goals.

In the case of motor problems, among the objectives that can be established are: stimulating the formation of the correct perception of the body scheme, stimulating the development of lateral dominance, stimulating fine motor skills and motor skills, stimulating the development of rhythm and movements' coordination.[4]

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[2] S. Bignell Simon, *Autism*, Asperger's & ADHD: *What You Need to Know. A Guide for Parents, Students and other Professionals*, Derby, My Child Services Publishing, 2018, p. 89.

[3] C. Mureșan, *Infantile Autism. Psychopathological structures and complex therapy*, Clujeana University Press, 2009, p. 37.

[4] C.S. Baron, *The Pattern Seekers: How Autism Drives Human Invention*, Publica Publishing House, 2021, p. 151.

Sensory stimulation can also be achieved at the same time through fine motor reeducation games.

The goals of sensory integration therapy focus on improving sensory modulation related to behavior and attention, increasing skills for social interactions, improving academic skills and personal autonomy. The sensory stimulation activities carried out by occupational therapists are intended to improve the modulation of the nervous system, to integrate information from the environment in order to result adaptive responses.[5]

A very important component of autism is the difficulty of sensory modulation and discrimination, motor planning and discrimination of the sequence of actions.

Most children with autism show unsatisfactory regulation of ordinary sensations. Some children will always have difficulty regulating tactile, visual, auditory and movement stimuli.

One of the most well-known autistic people in the world, Dr. Temple Grandin, reported both in his books, "The Autistic Brain" and "Thinking in Pictures", as well as in his numerous articles published in specialized magazines in the USA, the ordeal of sensory stimulation. An eloquent example he describes is the agony of receiving hugs from other people. To satisfy this need, however, she built herself the famous "hug machine", and in this way she could relax in very tense moments.

One question many may have is about the connection between this sensory desynchronization and fine motor skills. How can we work on sensory stimulation and fine motor skills at the same time? What is their connection and importance?

There is certainly a very important link between sensory stimulation and fine motor re-education. Starting first from the difficulties of children with autism spectrum disorder, looking at these two very closely connected areas, we can say that a sensorially desynchronized child encounters obstacles when handling ordinary tools, such as cutlery, scissors or even a pencil. Let's think about the children who go to kindergarten and school: they are certainly discouraged by these dysfunctions, unable to handle the tools and complete the tasks given to them. Children with these disorders generally do not have developed self-care skills, make a mess when they eat, and their language shows immaturity.

[5] J. Beaney, *Autism Through a Sensory Lens. Sensory Assessment and Strategies*, Taylorand Francis LTD Publishing House, 2020, p. 189.

Fine motor skills are of fundamental importance in the overall development of children with autism and is a multilateral process that involves the participation of several portions of the cerebral cortex: sensory areas, motor and association areas, forming the basis of the neuro-musculo-skeletal function used in all precise movements. The word "psychomotricity" means that the development of motor skills has a strong connection with progress in the areas: intellectual, social, affective.

So, in the case of people with autism, the connection between fine motor skills and sensory stimulation can be complex. Difficulty in fine motor skills can be related to the delay in the development of the central nervous system, which can affect the control and coordination of fine movements. Also, people with autism can have a sensory desynchronization that can affect the way they respond to certain fine motor activities. For example, a sound or texture that is unpleasant for them can lead to avoidance or rejection of the activities that involve fine motor skills.[6]

Starting from here we will also look at the many advantages of these forms of therapy. But first let's understand what they are.

Sensory stimulation is a form of therapy that involves developing the way the child relates to his own senses: sight, hearing, smell, taste and touch, all this in order to make progress in improving cognitive, emotional, motor functions.

Fine motor reeducation means therapy to recover fine motor skills, such as writing, drawing, cutting and manipulating small objects.

Understanding the connection between motor dysfunction and sensory desynchronization is very important for developing effective therapy programs.

The benefits of these therapies to children with autism spectrum disorder are many. They can improve communication skills, the development of social relationships, physical and cognitive skills such as memory and concentration. Both sensory stimulation and fine motor re-education can be achieved through games, activities, objects, hand coordination exercises, as well as exercises for improving hand and finger strength and flexibility.[7]

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[6] L. Wing, *Aspects of Autism. Biological Research*, Oxford, Alden Press, Gaskell Psychiatry Series, The National Autistic Society, 1987, p. 99.

[7] R. Duffus, *Autism, Identity and Me: A Practical Workbook and Professional Guide to Empower Autistic Children and Young People*, Taylor and Francis LTD Publishing House, 2023, p. 201.

Benefits of sensory stimulation:

- ❖ Improving communication skills through exposure to different sensory stimuli. Children with autism spectrum disorders can learn to respond to external stimuli and improve their communication skills;
- ❖ Reduction of repetitive behaviors, which are common in children with autism;
- ❖ Increasing attention and concentration. Learning to relate normally to external stimuli will increase attention to everyday activities;
- ❖ Decreased anxiety;
- ❖ In general, sensory stimulation can improve the quality of life of children with autism and is a useful way to decrease specific behaviors.

Reeducation of fine motor skills also has many advantages:

- ❖ Fine motor skill development focuses on improving the control and accuracy of fine hand and finger movements. Through specific exercises and techniques, children with autism can improve skills such as grasping, manipulation and coordination of fine movements;
- ❖ Improving autonomy and independence, which is one of the main goals of therapy in children with autism: fine motor skills have an essential role in daily activities such as dressing, feeding, drawing, using school tools. By reeducating fine motor skills, autistic people can gain more independence and autonomy in these activities and thus achieve increased self-confidence and self-esteem and automatically a better, less anxious state of mind;
- ❖ Improving school performance: a better level of fine motor skills is essential in the process of writing and drawing, skills needed in the school environment. Students with dysgraphia need this kind of therapy, thus learning to write, developing clearer and more fluent writing, better handling of writing instruments and thus increasing academic performance.
- ❖ Promoting cognitive development and learning: Fine motor skills and cognitive development are closely related. Exercises that involve fine motor skills stimulate neural connections and promote the development of cognitive skills such as attention, memory, logical thinking and problem solving.

Occupational therapy in sensory stimulation and fine motor reeducation is an approach focused on improving the daily functioning of children with autism spectrum disorders. Occupational therapists using this approach are able to identify sensory and motor difficulties and develop strategies to manage them and sensory stimulation can provide visible progress in communication skills, social skills and also improve fine and gross motor skills for the patient to learn step by step to organize and plan their daily activities.

Each recovery program is individualized according to the child's needs, the degree of impairment and the potential he can achieve. Therapy programs and goals are established after a very strict assessment using assessment tools and scales. To evaluate these areas we are talking about, the following can be used: the Gessel development scale for the sensory-motor area, the Oseretzski motor development scale, the Mira Stambak facial motor test.

Physiotherapeutic assessment in autism aims to assess motor capacities, coordination and physical development, and some key aspects are as follows:

❖ Motor control, balance and muscle strength are examined;

❖ Motor development and the evolution of movements from early childhood to the present age. It is analyzed whether there are significant differences in motor development compared to chronological age;

❖ The ability to carry out activities of daily living such as dressing, undressing, feeding, personal hygiene is assessed depending on age, and is examined the level of independence:

❖ Motor behavior is assessed in different contexts and situations;

❖ It is observed if there are sensory dysfunctions. Although the physical therapy assessment focuses mainly on motor aspects, it is important to observe how the autistic child reacts to external stimuli, what skills he has in terms of socialization and communication, because all these are connected to each other in recovery programs.

Occupational assessment. This is usually a pleasant experience, carried out by the occupational therapist in his office. Here are some areas that the occupational therapist can perform an assessment:

❖ The level of development of fine and gross motor skills;

❖ Visual-motor integration (by solving a puzzle, copying shapes, etc.)

❖ Visual discrimination;

❖ Neuromuscular control (balance and posture);

❖ Reactions to sensory stimulation (tactile, vestibular and proprioceptive);

❖ Bilateral coordination;

❖ Praxis (motor planning);

Fine motor skills' reeducation through sensory stimulation involves the use of specific techniques that improve both sensory integration and fine motor skills. These techniques include occupational therapy and physical therapy activities: play therapy, music, art, movement therapy and massage techniques.

Based on the results of the assessment, an individualized intervention plan will be developed to address the specific needs of the person with autism. These plans may include various games, activities, exercises, among which we can mention:

✓ Prehension exercises: These involve using and training the small muscles of the hand and fingers to grasp and manipulate small objects. Examples of exercises may include: grasping and transferring beads, using a brush to draw, object sorting games;

✓ Hand-eye coordination exercises: These help develop and improve coordination between hand movements and visual information. The patient may be involved in activities that require chasing objects and grasping with the hands such as ball games or puzzles.

✓ Play with modelling clay or dough – these can be used as part of a sensory diet and can also improve fine motor skills. The child is encouraged to squeeze, pinch or form snakes with the dough or modelling clay in his own hands, thus developing the coordination of the two limbs.

✓ Play with water – we need a cup in which we put about a quarter of water, an empty cup, a pipette or a clean syringe. We ask the child to try using the syringe or pipette to transfer the water from one cup to the other by dripping or splashing. Thus, motor coordination and sensory processing will be worked on. We can also give the child several cups and add dyes to the water, from which we can do a colour mixing experiment.

✓ To improve tactile discrimination – finding hidden toys in a ball made of therapeutic plasticine;

✓ Techniques to improve hand strength and endurance: using the hands to compress a sponge or ball for hand recovery, performing grip exercises and moving small weights.

CONCLUSIONS

It is important to note that young patients with autism spectrum disorders generally show hypersensitivity or insensitivity to certain sensory stimuli such as sounds, smells or textures. Some cannot tolerate wearing certain materials on their skin, cannot wear clothes with labels or seams, others cannot touch different textures, hugging or cuddling can mean real torture for some of them, and others can only eat certain textures, tastes or flavours. Also hot, cold, spicy, sweet or sour food can be real problems for children with autism.

These dysfunctions usually lead to difficulties in handling small objects, difficulties in writing, self-service or others that involve precise movements.

Awareness of the effectiveness of sensory stimulation in fine motor retraining is essential as it contributes to the improvement of fine motor skills through the central and peripheral nervous system.

Sensory therapy involves different techniques such as massage, light or sound therapy, or sensory exercises and games.

Fine motor retraining exercises can be done through games and activities that involve handling small objects, writing or drawing.

Sensory stimulation improves neural connections and develops fine motor skills. For example, games that require the use of the fingers to feel different textures or recognize objects by touch can improve tactile sensitivity and manipulative skills.

Correctly done, together with a well-designed therapy plan, sensory stimulation and fine motor reeducation can do visible progress in the overall development of children with autism spectrum disorders: a child who can only feed himself with help or who is fed by parents because he cannot handle the cutlery, can come to handle the cutlery and to eat by himself, a student with dysgraphia, lack of attention and concentration, distracted by any stimulus around him will be able to complete his school tasks and in this way his mood will improve, he will no longer be frustrated and embarrassed in front of his colleagues. A child who cannot eat and thus his diet is very poorly diversified may have deficiencies or other health issues. Sensory stimulation therapy will also be able to improve this dysfunction along with fine motor retraining.

Sensory stimulation in fine motor reeducation is an effective way to encourage healthy behaviors in children with autism spectrum disorders by creating an environment that motivates them to engage in positive activities. This approach is based on the idea that they are influenced by their environment and that a stimulating environment can encourage a behavior that the child needs to acquire.

Improving the precision of motor control through sensory stimulation provides multiple advances in all areas of development for children with autism and in this way they will become more independent, able to socialize, have functional play, academic skills, better mood and self-esteem, increased self, increased tolerance to external stimuli and a much more effective adaptation to the environment.

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THE ROLE OF SOCIAL-HUMANITARIAN SUBJECTS IN FORMATION OF VETERIANARIANS' PROFESSIONAL CULTURE

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Abstract: *The significance of development of professional culture in future veterinarians was substantiated. The concept of culture and its functions were analyzed. Having conducted the investigation of various authors it was shown, that professional culture is a result of a person's labor activity, high grade of morality as well as customaries of behavior culture.*

Besides, it was established that professional culture consists of three constituents: professional-moral culture, professional-psychological culture and professional-technological culture. It is concluded that social and liberal sciences develop benevolent, attentive, condolent and respectful attitude to the others, allegiance to the chosen profession, and responsibility for results of professional activity. Social and liberal sciences orient students on realization of their own capabilities. Mentioned subjects motivate and stimulate students to acquire knowledge and self-development.

Keywords: *Professional culture, veterinarian medicine, labor activity, personality, society.*

Introduction

Modern society feels a great need not only for highly educated professionals, but above all for humane personalities. Nowadays, the humanistic orientation of the educational process of a higher educational institution is not only relevant, but also a necessary condition for the further development of the country. Scientists believe that the survival of all mankind and the further development of civilization must be carried out with the obligatory consideration of humanistic philosophical and worldview values. That is why an important task of the pedagogical process of a higher educational institution is not only the professional training of a modern specialist, which involves mastering scientific knowledge, abilities, skills, but also the spiritual and moral development of the student's personality. One of the key components of this process is the formation of

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the professional culture of the future specialist by means of social and humanitarian disciplines.

The purpose of the research is to analyze the concepts of "culture", "professional culture", to establish the need for its formation in students who acquire the profession of veterinarian by means of social and humanitarian disciplines.

Literature Review

The term "professional culture" is commonly used, but there are no separate scientific studies dedicated to the holistic theoretical study of this phenomenon. This concept is used on an intuitive level in publications devoted to the professional activities of teachers and lecturers of higher education. In particular, this definition was studied and used by such scientists as, N.V. Kuzmina[1], V.A. Slastionin[2], N.F. Talizina[3]. V.T. Puliaiev[4] and can be singled out among the researchers of the problems of social and humanitarian education.

Analysis of future veterinarians' professional culture

It should be noted that the pedagogical process of a higher educational institution is based on legislative documents: the Constitution of Ukraine, the Declaration of Human Rights, the Laws of Ukraine "On Education" and "On Higher Education", the Decree of the President of Ukraine "On Measures for the Development of Spirituality, Protection of Morality and the Formation of a Healthy Lifestyle" life of citizens", to the National Doctrine of Education Development of Ukraine in the 21st century, etc. On the basis of these documents, concepts of educational work are developed in higher educational institutions.

The priority directions in the implementation of concepts by higher educational institutions at the current stage are the formation of a personality that is aware of its belonging to the Ukrainian people, is aimed at the implementation of the Ukrainian national idea, with a democratic

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[1] N.V. Kuzmina, *Professionalism of the personality of the teacher and master of industrial training*, 1990, 119 p.

[2] V.A. Slastionin, *Pedagogy: Textbook.* Publishing Center "Academy", 2002, 576 p.

[3] N.F., Talizina, *Pedagogical psychology: Textbook*. Publishing center "Academy", 1998. 288 p.

[4] V.T. Puliaiev, *The search and establishment of a new paradigm of social-humanitarian knowledge and education*. Social and humanitarian knowledge. №3. 2001, pp. 5-12.

worldview that respects civil rights and freedoms, the traditions of peoples and cultures of the world, and also the national, religious, language choice of each person[5].

This gives reason to single out the main directions of the educational process of students, namely: educational and professional, patriotic, legal, ecological, economic education; artistic and aesthetic formation of personality, affirmation of universal moral and humanistic values, labor activity, physical perfection and formation of a healthy lifestyle, development of general and professional culture of students, provision of appropriate conditions for self-realization[6].

It is generally known that human culture acts as a way and measure of mastering social nature, which includes universal human goals and aspirations, and its goal is the comprehensive development of the individual. Culture constitutes a certain aspect of human life and performs external functions, provides society with everything necessary for its successful development. Thus, the researcher M. Kagan singles out two basic functions of culture: providing society with everything necessary for successful confrontation with the environment and nature for the purpose of further progressive development; ensuring one's own mobility, dynamism, productivity, and professional development[7].

The author attributes the following to the first group of basic functions of culture: transformative, which indicates the need to adapt nature and man himself to the needs of society; organizational, which is responsible for practical communication of people in all spheres of collective activity; design, which is responsible for the need for "anticipatory reflection" of reality, creation of "models of the future"; cognitive, which promotes the need to accumulate and deepen knowledge about the objective laws of existence; value orientation, which contributes to the consolidation of society with unified ideals, values, and norms; communicative, which provides spiritual communication of people by all available means.

The outlined functions are designed to ensure the effective socialization of the individual, which meets the needs of each social system, namely: to develop and educate people according to their established models. To the second group, M. Kagan attributes the following private functions:

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[5] Law of Ukraine "On Higher Education", *Scientific and practical commentary for general edited by V.G. Kremen*, Kyiv, (2002), pp. 82–83.

[6] Ibidem, p. 92.

[7] M.S. Kagan, *Philosophy of culture*. Petropolis LLC, 1969. p. 212.

improvement of social and organizational culture in all spheres of people's practical activity; the development of the culture of "imagination" as a way to optimize human project activity; development of the culture of thinking as a way of optimizing human cognitive activity; the development of the culture of feelings as a way of optimizing the value-orientation activity of a person; development of the culture of spiritual communication as a way of optimization; development of the culture of artistic creativity as a way of optimal matching with the nature and needs of social life and development. In our deep conviction, the formation and development of the specialist's professional culture should be attributed to this group.

According to scientists, culture is a multifaceted concept. It includes everything that has been created by mankind over many centuries. Culture can be called the nature of the person himself: intelligence, moral feelings, the ability to understand and create beauty. Culture is a set of forms of human activity, changed, improved and transmitted from generation to generation by means of language and speech, writing, direct imitation.

Therefore, "culture" as a philosophical category, on the one hand, as a purely human form of self-organization and further development of the "nature - man - society" system - on the other hand, as a means of adaptation of the individual in society, can function due to the presence of numerous universal connections and regularities , is aimed at expanding the boundaries, potential capabilities of the individual, building one's own behavior and, most importantly, determining the priority areas of activity aimed at satisfying one's own and collective needs[8].

The profession of a veterinary doctor requires a certain set of scientific and theoretical knowledge and practical abilities and skills, without which it is impossible to achieve a high level of professional culture. Becoming a veterinarian as a high-class specialist requires constant attention to the improvement of forms and methods of educational work, which are directly related to the improvement of both general and professional culture. It should be noted that the issue of the professional culture of veterinary doctors was not considered an actual scientific and pedagogical problem. This state of affairs, of course, prompted us to conduct targeted research in this aspect.

Researchers V.I. Tsarenko, V.O. Khoma and V.I. Miroshnychenko, who directly studied the issue of culture, claim that culture is a complex entity that includes "a certain historical level of development of society; a certain

[8] V.A. Slastionin, *Pedagogy: Textbook.* Publishing Center "Academy", 2002, p. 438.

amount of material and spiritual values; creative forces and abilities of a person, reflected: in the results and forms of organization of his life and activities; in relationships between people; rational methods of mastering methods of activity in the material and spiritual spheres of society's life". To general culture, scientists also attribute the degree of perfection of a person in certain types of his activity and communication[9].

It is customary to distinguish various components and spheres of culture. In particular, scientists distinguish spiritual, philosophical, moral, aesthetic, ethical, legal culture. One of the most important areas of spiritual culture is professional culture. Today, there is an obvious and unquestionable, extremely urgent need to train future specialists who possess a high general and professional culture, the ability to think independently and flexibly, proactively and creatively solve professional and life issues. Therefore, it is worth clarifying the essence of the concept of "professional culture" and "professional culture of a veterinarian".

In our opinion, the subject of the professional culture of a veterinarian is to clarify the methodology, purpose and essence of the activity of animal health protection bodies, the laws of their activity, the specifics of the formation of moral and ethical service relations, the study of the principles of building a structure that takes care of the health and welfare of animals, and its critical analysis. The professional culture of a veterinarian is an integral part of his general culture. There are peculiarities in the performance of official duties by veterinarians, which are determined by the specifics of the State Veterinary and Phytosanitary Service of Ukraine, which leave an imprint on the essence and content of the professional culture of a veterinarian.

So, we can say that professional culture is the results of labor activity, which are determined by a high degree of professional morality and generally accepted cultural norms of personal behavior. Professional activity is based on professional self-affirmation and professional skill - these are the main principles of professional culture. Professional self-affirmation is identified with such concepts as professional orientation, formation, adaptation, improvement, career advancement. Professional self-affirmation cannot be separated from the cultural and moral state of society, warns against such negative phenomena as dishonesty in the

[9] V.I. Miroshnychenko, V.I. Tsarenko, V.O. Khoma, *Professional culture of a border guard: a study guide*. Khmelnytskyi: Publishing House of the National Academy of Ukraine named after B. Khmelnytskyi, 2006, p. 42.

performance of one's official duties, destructive conflicts, careerism, humiliation and contempt for one's colleagues and subordinates.

Professional skill is interpreted in two aspects: broad and narrow. In a broad aspect, it is assumed that every specialist, who professionally engages in a certain type of activity, has the necessary knowledge, skills and abilities, and as a result - deserves professional trust. In the narrow sense, professional skill includes theoretical preparation, productive activity, talent, high moral qualities of a specialist, upbringing, correctness, social feelings. Talent and social feelings are the most essential, in our opinion, components of professional skill. The question of professional skill is intertwined with the concept of professional morality, which is the basis of the professional culture of a veterinary doctor.

Moral education of future veterinarians occupies an important place in the formation of professional culture. The outlined process involves purposeful and constant awakening of future veterinarians' love for their profession, a sense of high personal responsibility for the assigned area of work, intolerance to any manifestations of lawlessness and an immoral attitude to the performance of official duties. The analysis of scientific studies devoted to the problem of formation of professional culture allowed us to establish that professional culture has the following main components, namely: professional moral culture, professional psychological culture and professional technological culture (Fig. 1.1).

Fig. 1.1. Components of veterinarians' professional culture

The first component of a veterinarian's professional culture is professional moral culture, which is characterized by the degree of mastery of moral norms and the implementation of these norms and principles in practical activities. Professional culture is unthinkable without the personal moral qualities of a veterinarian. Researchers believe that the moral content of activity is the basis of professional culture. In the process of performing his official duties, a veterinarian must observe the norms of behavior that are accepted in everyday life. His behavior should be decent, sociable, benevolent, etc. Thus, professional morality is a system of moral and moral-legal norms that regulate the actions and behavior of a person in professional activity. Professional and psychological culture occupies an important place in the structure of professional culture.

This is caused, first of all, by the fact that the ability to control oneself, knowledge of the laws of psychological and pedagogical processes are important factors for the implementation of professional activities. The psychological and pedagogical skills of a veterinarian give his professional culture a rational character. Activities aimed at protecting the health of animals have a number of specific characteristics, namely: the absence of templates in work and the obligation of legal regulation of professional activity. The leading role in this process is played by the psychological and pedagogical culture of the individual, which is aimed at the development of the will, since the achievement of the goal - to become a professional in one's field - is possible only by overcoming the difficulties that arise on this path.

Competent and competent overcoming of various obstacles helps the process of personality development. The professional culture of a veterinarian is impossible without knowledge of medical psychology. A veterinarian must possess the technique of an individual approach to the patient and its owner. It is appropriate to include a certain level of mastering by the specialist of the necessary skills necessary for the performance of official duties and the ability to creatively apply them in non-standard situations to the professional and technological culture. Such an approach enables a specialist to perform his professional duties in a highly qualified and skillful manner, thereby gaining authority and gaining recognition of professionalism, expertise and mastery.

Note that the specified types of professional culture do not exist separately from each other, they are interconnected, complement and enrich each other The professional culture of a veterinarian is the result of professional training in the veterinary education system. Professional culture is also conditioned by the scientific organization of work, the intellect of the veterinarian, his moral and psychological characteristics of the individual, and official etiquette. In our opinion, the professional culture of a veterinarian contributes to the formation of a positive stereotype of behavior, a certain level of mastery of universal values, the legality of actions during the performance of official duties. In general, professional culture helps veterinarians develop their own style of behavior through the use of cultural heritage of humanity, as well as through professional training and depth of assimilation of rules and moral values.

Professionalism occupies a leading place in professional culture. Its essence lies in deep knowledge of methods of animal health protection, perfection in the performance of official duties, constant need for productive activity. Thus, we believe that professionalism includes the following components: competence, responsibility and dedication to one's work. Education of the professional culture of future veterinarians in the process of studying social and humanitarian disciplines arouses considerable interest among teachers of higher educational institutions where there are faculties of veterinary medicine.

One of the main directions in the work of teachers with veterinary students is the training of a specialist veterinarian with a high professional culture. In our time, the value of human existence in its harmony with the natural world and society is increasingly brought to the fore. At the same time, according to Professor V.T. Pulyaev, the priority is issues of morality, spirituality of society, humanistic values, and human dimensions[10].

Thus, the question arises about the study of man, culture, society, existence, consciousness, politics, history, that is, about the qualitative originality of the concept of "humanitarian".

In our opinion, we are talking about the block of social and humanitarian training traditionally adopted in Ukraine, provided for in every curriculum of a higher educational institution. In the study "Social and humanitarian education today: problems and prospects" prof. A. V. Mirsky claims that social and humanitarian knowledge is a person's knowledge of himself, as well as self-awareness in the reality he is capable of creating. Social and humanitarian knowledge is a reflection on the world of man and man in the world. The essence of modern socio-humanitarian knowledge is that its basis is man as a subject, as an object, and as an end in itself[11].

This is a systematic holistic knowledge about a person and his life activities, a person as a complete and end-to-end object and subject of social processes. The purpose of socio-humanitarian knowledge is in its wise synthesis: philosophy, sociology, political science, cultural studies, history

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[10] V.T. Puliaiev, *The search and establishment of a new paradigm of social-humanitarian knowledge and education*. Social and humanitarian knowledge. №3. 2001. p. 8

[11] V.G. Kremen, V.M. Tkachenko, *Ukraine: the way to yourself.* Kyiv: DrUk, 1998. p. 138.

and other humanitarian disciplines. 21st century, according to Puliaiev V.T. indicates that today a new paradigm of socio-humanitarian knowledge and education is being formed, an ideal of the development of science and education, according to which strategy is correlated with a person, the world of human feelings and relationships, its culture, ecology, morality, creativity[12].

Such a correlation is of fundamental importance, as it involves ordering and harmonizing the relationship between man and nature. In the scientific and educational process, issues of morality, spirituality of society, and humanistic values become priorities. It is humanism that becomes the embodiment of self-awareness and spirituality, which are asserted in the form of morality and ethics. S.A. Smirnov in the report "Substantive (paradigmatic) aspects of higher social and humanitarian education" defines the basic goal of social and humanitarian education as the formation of a certain human ideal and its support as the main capital - human potential. Thus, the classical ideal of socio-humanitarian education means the reproduction of the human (humanistic principle) in the image of a person and his basic qualities (thinking, perception, will, ideas, feelings), which is absolutely necessary and reproduced in society as a social, cultural and anthropological order.

Thus, social and humanitarian knowledge not only forms a cultured and educated person, it is an integral component of professional training. A modern specialist, using all the possibilities of scientific and technical progress, information and computer support and other high technologies, not only works with mechanisms and equipment, but also realizes his talents, abilities, aspirations in a certain society, among people, society with its historical experience, traditions, moral order and ethical norms. The pedagogical process of a veterinary educational institution is designed to ensure the training of a future specialist who is able to use knowledge about a person, human morality in all its multidimensional aspects, as well as be able to organize the production process, form an active civic position, a responsible attitude towards the main object of their activity - animals and its owner.

Social and humanitarian disciplines are fully capable of revealing to students both certain social requirements and the humanistic orientation of professional training, as they provide knowledge about social processes occurring in society, form a worldview, a sustainable interest in the

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[12] V.T. Puliaiev, *The search and establishment of a new paradigm of social-humanitarian knowledge and education*. Social and humanitarian knowledge. №3. 2001. p. 10.

educational process as a whole, national and civic position Performing the role of a consolidating component of professional training, socio-humanitarian disciplines are pivotal in the growth of a person's social maturity.

Socio-humanitarian knowledge forms a benevolent, attentive, sympathetic and respectful attitude towards others, devotion to the chosen profession, responsibility for the results of actions and deeds, orients to the self-realization of the abilities of each person, as they teach to acquire knowledge and self-improvement throughout life. A humanistically educated person is one who is able to self-determine in society with the help of system-forming knowledge about moral and spiritual values, various cultural practices that take a person beyond the boundaries of a specific subject, provide openness to knowledge and self-knowledge of the individual.

The curriculum for bachelors of veterinary medicine traditionally includes languages (Ukrainian and foreign), history, cultural studies, sociology, fundamentals of jurisprudence, ethics and psychology of family life, political science, religious studies, and physical education. In addition, professional disciplines to a certain extent organically combine the pedagogical possibilities of socio-humanitarian training, since: the terminology used is partly of Ukrainian, Latin and Greek origin.

The process of mastering professional knowledge requires special work on the development of speech and thinking, and students' answers in practical classes regarding making professional decisions, important for professional activity, require reflection, evidence and contribute to the formation of reasoned speech, the ability to clearly, correctly and logically defend their point of view. In addition, the disciplines of the special cycle are based on the historical foundations of the development of the veterinary industry, which is generally related to various historical aspects of the development of society in Ukraine as a whole as an agrarian country, etc.

Conclusions

The analysis of scientific research made it possible to state that professional culture is a set of forms of human activity, changed, improved and transmitted from generation to generation by means of language and speech, writing, and direct imitation. The professional culture of a veterinarian includes three components, namely: professional moral culture, professional psychological culture, and professional technological culture. Based on the results of the analysis of the above components of the professional culture of a veterinarian, it can be concluded that the professional culture of a veterinarian is the result of the process of mastering scientific and professional knowledge, becoming a competent specialist - a professional who possesses modern technologies necessary for the organization of professional activities.

As a result of the conducted research, it was established that social and humanitarian disciplines are basic in the formation of the professional culture of a specialist, contribute to the realization of talent, abilities, and aspirations; to fully exist among people, in society with its historical experience, traditions, moral order and ethical norms.

Prospects for further research

The specificity of higher veterinary education and agricultural education is that university teachers mostly have specialized agricultural education, treating pedagogical activity as a production sphere. Certain difficulties arise in the organization of the educational process in connection with this sometimes one-sided understanding of educational activity. Therefore, it is necessary to conduct a deeper study of the pedagogical and psychological aspects of the formation of the professional culture of veterinarians and outline the place and role of socio-humanitarian disciplines in this process.

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THE IMPORTANCE OF MOTIVATION IN CHOOSING A TEACHING CAREER

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Abstract: *Individuals, in their vast majority, throughout their existence, try to build a productive and prosperous life, from an economic point of view, social status, thus, they constantly seek to find a motivation to cultivate their potency and strength of work and creation. The present study is based on a framework familiar with some of the main theories about motivation, issued over time, from Plato's approach, to the theories of Maslow, Deci, Herzbergs, McClelland, Vroom's or McGregor's theories. In this article, we will discuss how the concept of motivation in education impacts the cognitive style and learning behavior of the students of the Ecological University of Bucharest, coming from the four specializations - Psychology, Ecology and Environmental Protection, Physical Education and Sport and Physiotherapy - in the option for following the Psychopedagogical Training Program (PFP), within the Department of Psychopedagogical Training (DFP), in order to certify the skills for the teaching career.*

Keywords: *intrinsic motivation, extrinsic motivation, family motivation, moral motivation, self-determination, autonomy, competence, relatedness, moral cognitivism.*

The purpose of this study

The purpose of this study was to x-ray the types of motivation of the students, of the four specializations, within the Ecological University of Bucharest - Psychology, Ecology and Environmental Protection, Physical Education and Sport and Physiotherapy - who were admitted, in the academic year 2022-2023, within the Psychopedagogical Training Program (PFP), run by the Department of Psychopedagogical Training (DFP) of the Ecological University of Bucharest (UEB), who chose to follow the teaching profession. In order to contextualize the notion of career motivation, the participants were questioned about the forms of motivation they had in their choices of teaching profession. The forms of motivation were expressed by: extrinsic motivation, intrinsic motivation, moral motivation.

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Study objectives

We aim at analyzing how the types of motivation are affected by basic psychological needs such as: the need for autonomy, competence, relationship, moral cognitivism, and identifying gender differences in terms of motivation in choosing a teaching position.

Tools used in research

As a research method, I used the survey, using the self-report questionnaire as a tool. In this study, a mixed methodology of both quantitative and qualitative methods was adopted to explore the research questions. For this, a general survey model was created within the descriptive research.

Research hypotheses Hypothesis

H1. If there are significant differences between the score obtained by women and that obtained by men - students of the Psychopedagogical Training Program within the Ecological University of Bucharest - for the Motivational Factors, expressed through the 13 dimensions.

H2. If increased level of motivational factors scores will correlate (be associated) with an increased level of scores for choosing the teaching career as a first career option, by gender, in DFP, UEB students.

Conceptual definitions regarding the concept of motivation

What is motivation

Generally speaking, the term motivation is used when a person is following his/her need/desire to do something. Motivation activates a set of forces, from biological, emotional, social to cognitive, to trigger a certain human behavior. Motivation is the driving force behind human actions. In other words, motivation involves factors that direct and maintain goal-directed human actions. Although reasons are rarely directly observable, most of the time, there are clear reasons why people do the things they do, based on observable behaviors, cf. Nevid[1] In other words, motivation is that force, which causes the individual to act and carry out a certain activity and / or project. Motivation works both professionally and personally.

[1] J.S. Nevid, *Psychology: Concepts and Applications,* Belmont, CA: Wadsworth Cengage Learning, 2013, p. 288–293.

How motivation works

Motivation is most often the result of action, not its cause. Starting something / acting in a certain way is a form of choice and also active inspiration that naturally produces momentum. Therefore, a behavior inclined towards the passive consumption of a motivational clip and / or reading an inspirational book, do not have the same impact on the person as the action itself or as the active inspiration. The latter can be a much stronger motivator than any other external drive. Just as objects in motion tend to stay in motion, so with man, once a task has begun, it is much easier to continue than to abandon it. In other words, at some point, it's easier to choose to change yourself than to stay the same. It is easier to act and feel uncertain about an action than to sit passively and experience inaction. It's better to feel slightly uncomfortable when you first do something, than to feel disappointed that you didn't act / that you didn't do something. This, in general, would be the essence of motivation. Every choice has a price, but when we are motivated, it is easier to bear the inconvenience of our action than the pain of remaining the same, throughout life.

Types of motivation

Main types of motivation are described as mainly either extrinsic or intrinsic. There is, however, a third type of motivation. It's about family motivation. Extrinsic motivation is external, comes from outside the individual and often involves external rewards (money, social recognition, etc.). In other words, an individual is motivated to do something to gain a reward or, conversely, to avoid some unfavorable consequence. For example, when an employee learns a new skill to get a raise/earn a promotion, he is extrinsically motivated. In this type of motivation, the incentives or reinforcements, both positive and negative, are external and beyond the person's control. Therefore, extrinsic motivation is designed as all those types of prizes or rewards are obtained only when the individual performs a certain task.

Intrinsic motivation

Intrinsic motivation is, cf. j. Tranquillo J and M. Stecker[2], *internal* and comes from within the individual, from the desire to achieve a goal and

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[2] J. Tranquillo, M. Stecker, *Using intrinsic and extrinsic motivation in continuing professional education,* Surg Neurol Int. 2016; 7 (Suppl 7):S197-9. doi:10.4103/2152-7806.179231

bring personal satisfaction. For example, an employee who learns new skills for personal development is intrinsically motivated. There are a number of internal factors / agents that influence intrinsic motivation such as: self-realization, interest, satisfaction, etc.

In this type of motivation, the person initiates, directs and sustains his / her action with the intention of obtaining rewards. In the case of intrinsic motivation, rewards can be self-gratification or satisfaction that the task itself brings to the person. In the case of extrinsic motivation, the motivation can be a material reward, an increased salary, etc. What is certain is that these rewards act as behavior reinforcers.

Extrinsic motivation

This type of motivation occurs when the person initiates or maintains a behavior or activity exclusively with the aim of avoiding a consequence, which he considers unpleasant. When this negative consequence comes from within, it is possible that the person is trying to avoid a possible feeling of frustration at a possible failure. When the negative consequence comes from the outside, it can be about avoiding some type of sanction.

The major difference between intrinsic and extrinsic motivation is that intrinsic motivation originates from the person himself who performs an action whereas extrinsic motivation is determined by external factors or agents. Among the elements that give rise to extrinsic motivation are external pressure, the need for recognition or the need for social support.

Stages of extrinsic motivation

According to a theory, from 1985, developed by researchers Deci & Ryan[3], there are a series of stages through which the person can pass from a phase in which the motivation is external, to a final stage, in which the person is able to integrate and assumes the purpose of the activity as his own. However, these steps are not all mandatory. That is, a person can start from a certain stage (stage 3 for example) and can evolve, constantly, or, on the contrary, can stay in one state / stage.

1. The first stage – external motivation

In this first stage, motivation is completely determined by external factors. The person has no control over it and performs the task only at external demand and in anticipation of gratification.

[3] E.L. Deci, & R.M. Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior,* Berlin, Springer, Science & Business Media, 1985.

2. The second stage – introjected motivation

In this second case, the goal continues to be the satisfaction of an externally expressed/manifested demand, but the compensation or satisfaction is internal. This motivation is related to self-esteem, self-realization, but the person still does not have absolute control.

3. The third stage – the regulated identification motivation

In this third stage, the person maintains the behavior or performs the task for external reasons. However, he has more autonomy and sufficient motivation to make decisions about action.

4. The fourth stage – motivation through integration

It is the last stage where motivation is intrinsic. In this stage, the person incorporates the goal as their own. However, it cannot be categorized as intrinsic because the activity is not done for the mere satisfaction of doing it. This stage is where the person still achieves better performance. In theory, no type of motivation can be considered better than the other. Their effectiveness depends on each person and how the person prioritizes each type of motivation either personally or at work.

Similarities and differences between extrinsic and intrinsic motivation

Although intrinsic and extrinsic motivation are two completely different forms of motivation, they have in common that both can be presented in a positive or negative way and are likely to exert both effects on a person's performance.

Family motivation. This type of motivation works when the individual is not motivated to do a certain thing, as an internal start (intrinsic motivation), but is motivated, to do a certain thing, through the prism of supporting / pleasing his family (from the point of from a financial point of view, to follow their example in choosing a career, etc.).

Philosophical perspectives of motivation concept

The most prodigious philosopher of ancient Greece, Plato, in his work *Republic*, sustains that in the economy of understanding and applicability of the concept of motivation, it is important that people be in permanent connection with their Divine Inspiration. Makie remarks about Plato: “In Plato’s theory the Forms, and in particular the Form of the Good, are eternal, extra-mental realities. They are a very central structural element in the fabric of the world. But it is held also that just knowing them or ‘seeing’ them will not merely tell men what to do but will ensure that they do it, overruling any contrary inclinations. The philosopher-kings in the *Republic* can, Plato thinks, be trusted with unchecked power because their education will have given them knowledge of the Forms. Being acquainted with the Forms of the Good and Justice and Beauty and the rest they will, by this knowledge alone, without any further motivation, be impelled to pursue and promote these ideals"[4].

The Greek philosopher succeeds through one of the most important philosophical methods, dialectics, to arrive at knowledge of the object of true knowledge (episteme): knowledge of the idea. It is also the process by which one gets from the sensible world to the supersensible world. Plato sparked a real intellectual revolution by denying the reality of the material world. By empowering Socrates, in one of his famous dialogues in the *Republic*, he managed to reverse people's intuition about what can be known and what reality is, while most people accept the reality of objects, being the only things perceptible to their senses. Socrates criticizes and at the same time sympathizes with people who believe that in order to become real things must be tangible. For him, the real blind are the very people who see with their eyes. This idea is most often recalled in connection with the allegory of the cave[5]. It is a paradoxical simile by which Socrates argues that the invisible world is the most intelligible ("noeton"), while the visible world ("(h)oraton") is the least accessible to knowledge. Moreover, the philosopher believed that these people live without divine inspiration, the only one that can allow access to higher understandings of reality.

The distinction between intelligible existence vs. sensible existence underlies the theory of ideas[6], which is found in most of Plato's works, and especially in the *Republic* (books VI – VII^th^). In the philosopher's conception, the plane of sensible existence is that of apparent reality, accessible to knowledge through the senses, the world of the Cave that grounds opinions (doxa); the plane of intelligible existence is that accessible only to rational knowledge, the world outside the Cave, the world of Pure Forms, of Ideas, the metaphysical world of essential reality. Socrates' idea that reality is not available to those who use the senses created disagreements not only with those Athenians of his time who enjoyed

[4] J. Mackie, J., *Ethics: Inventing Right and Wrong*, New York, Penguin, 1977, p. 23.

[5] Plato, *Republic*, Book, VII^th^, Bucharest, Humanitas Publishing House, 2001, p. 514.

[6] G.W.F. Hegel, *Lectures on the history of philosophy*, I, Bucharest, Publishing House of the Romanian Academy, 1963, p. 485.

common sense, but also with those who came later and believed only in tangible reality.

The world of ideas is characterized by:

- Absolute existence (they are simple).
- Substantial existence (exists in and by itself).
- Eternal existence.
- Universal existence (idea encloses in itself all particular qualities).
- Immutable (unchanging) existence.

The sensible world is a pale copy of the world of Ideas. Physical bodies have no reality unless they participate ("methexis") to Ideas as prototypes ("paradigma") of things. Plato's thesis, according to which, apart from what is called an ordinary, intuitive, sensible idea, there is also the philosophical, speculative idea, which, from an ontological point of view, refers to a reality other than the accessible, perceptible through the senses and, which, from a logical point of view, is subject to other rigors. With this Plato inculcates speculative logic. The higher genres that Plato discusses in the Sophist are ideas-forms that mirror the real and in which everything that is participates. These are forms of reproduction of the world process, and obviously the relations between them are governed by quite different rules than those which ordinary, intuitive ideas obey[7].

The symbols of the "Myth of the Cave"[8] (*Republic*, Book VIIth) applicable to motivations that allow vs. prevents access to the goals / educational ideal of the Romanian school.

Symbols The Myth of the Cave (Republic, Book VIIth)	Symbols of the aims of education / The educational ideal of the school
The cave—the sensible world (the apparent reality).	The educational ideal of the Romanian school — the inner perfection of the personality; ensuring the vocational dimension of the instructive-educational process, aiming at the exercise of a profession with faith for an optimal yield.
The darkness of the cave	The ignorance of the uneducated, limited, idea-rejecting man.
Chains	The prejudices, the senses that limit us.

[7] A. Surdu, *Speculative thinking*, Bucharest, Paideia Publishing House, 2002, p. 50-51.

[8] Platon, *Republic,* Book VIIth, Bucharest, Humanitas Publishing House, 2001.

Fire	The light of knowledge – Enlightenment.
The shadows on the cave wall	Images of physical bodies, appearances that generate random opinions (opinions, the fruit of perceptions and imagination).
The bodies carried before the fire—the true appearances, the physical reality, generate the true opinions ("or the doxa"), the hard climb out of the cave.	The initiatory path to essential knowledge, knowledge through the analytical intellect.
Contemplation of the world outside the cave — metaphysical knowledge, through pure intellect.	Episteme, true knowledge through intellect and reason.
Sun	The Idea of Good (Perfection)
The soul—simple, immortal, knows the intelligible world through a process of conversion whose force is eros.	Ideas — simple, immortal, allow access to the unintelligible world through a process of conversion Love — has the effect of forgetting, in order to acquire primary purity); knowledge.
The prison — a reminiscence of Orphism.	The physical body Ideas is only a reminder ("anamnesis") of the soul imprisoned in the physical body (the idea of the body.
The soul—the purpose of the soul is to prepare man for death.	The soul — the condition of the final liberation of the soul is a virtuous life; philosophy is the preparation of the soul for the recognition of its immortality.
Ideas — the liberation of the immortal soul.	Liberation of the immortal soul and return to the world of ideas.

Tabel 1

Theory of forms

Plato's theory of forms holds that the material world around us is not real, but only a shadow of the real world. Plato talks about forms when he was trying to explain the notion of universals. Forms, according to Plato, are abstract representations of some properties (universals) of the things we see around us.

Moral motivation

In everyday life, human beings experience a number of problems, and some of them are moral in nature. Whether we ourselves make judgments about what is good and/or bad in our lives and/or those of others, or are in turn judged by others, these judgments tend to have a marked influence on us and the quality of our lives, professional and/or personal. Finding ourselves therefore at an impasse, we need to think about what exactly could motivate us to overcome the deadlock we have entered. Primarily, moral judgments motivate us, and to some extent, they make us act on them. When philosophers talk about moral motivation, this is the basic phenomenon they are trying to understand. Moral motivation is perceived as a kind of instance of a more general phenomenon, it is what we might call normative motivation. Starting from Plato's theory of the Forms, and especially of the Form of the good, the just, the beautiful, of which Mackie would state that only by their mere knowledge, without any other motivation, people "will be impelled to pursue and promote these ideals"[9] Another perspective of Plato's philosophy, at the center of which is the concept of moral motivation, which springs, according to Mackie's characterization, directly and entirely from the understanding of the presence of moral properties. Understanding these properties causes an agent to act and to do so without any additional source of motivation; their motivational power does not depend on any desire or disposition of the individual himself. Second, the understanding of moral properties not only motivates by itself, but provides a primary motivation. Once an agent catches them, their motivational power overrides any opposing desires or inclinations. Arguing, as he does, that Plato's Theory of Forms describes what objective values should be like. Mackie[10], actually, subscribes to and attributes to Plato a view called Existence Internalism. According to it, there is a necessary connection between having a certain normative status and motivation, according to a rigorously performed moral cognitivism. A state of affairs could not be good, for example, unless it were capable of reason, although it does not have to give compelling reasons. If an individual catches something and fails to be moved, then it is not good. The internalist nature of the picture that Plato gives Mackie leads Mackie to declare that the capacity for motivation actually depends on a pre-existing

[9] J. Mackie, J., *Ethics: Inventing Right and Wrong*, New York, Penguin, 1977, p. 23.

[10] Apaud Th. C., Brickhouse, N.D., Smith, N.D., *Plato's point of view belongs to non-cognitivist thought, which offers such an account when they claim that the content of moral judgments is given by a conative state.* Brickhouse, Th. C., Smith, N.D. Plato's Socrates. Oxford: Oxford University Press, 1994.

desire. Consider a view of motifs most prominently associated with Bernard Williams[11]. According to what is called internalism about motivation, or internalism of motivation as we find the term called in other philosophers, necessarily if a person has a reason to do an action, then that person must be able to be motivated to do that action. From Williams's point of view, for a person to be motivated, that person must have a motivational attitude in their current "motivational set". Broadly speaking, we can conclude that if a person does not have a reason and a consideration that motivates them given their current desires or motivational set, then surely that person cannot act. Both the point of view of Plato, Mackie or Williams lead us to an idea of a necessary connection between normative status and motivation, with the mention that the normative status can in a sense depend on a series of subjective motives of an individual. Mackie's discussion provides a first illustration of how accounts of moral motivation have been used to defend or refute broader positions in metaethics. According to Mackie, the motivating power of objective values, if such values existed, should be exactly as Plato described it: "Plato's Forms give a dramatic picture of what objective values would have to be. The Form of the Good is such that knowledge of it provides the knower with both a direction and an overriding motive; something's being good both tells the person who knows this to pursue it and makes him pursue it. An objective good would be sought by anyone who was acquainted with it, not because of any contingent fact that this person, or every person, is so constituted that he desires this end, but just because the end has to-be-pursuedness somehow built into it"[12]. Mackie argues that the moral propositions we utter when making moral judgments actually express propositions about such "objectively prescriptive" properties; as a result, our moral judgments can be true or false. So moral cognitivism—the view that moral judgments and beliefs, and the propositions expressing them, can be true or false—has its well-deserved place in theories of motivation.

Defining criteria of basic psychological needs

There are numerous criteria for differentiating and directing motivations. Numerous psychologists have set out to study human behavior, and a number of motivational theories have emerged from their

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[11] B. Williams, *Internal and External Reasons*, in Moral Luck, Cambridge: Cambridge University Press, 1981.

[12] J. Mackie J., *Ethics: Inventing Right and Wrong*, New York, Penguin, 1977, p. 40.

research. In order to have a more relevant picture of the motivational factors with which the students of the Ecological University of Bucharest operationalize when they decide to opt for a teaching career, we will present some of the most well-known motivational theories.

Abraham Maslow's Hierarchical Needs Theory

In his theory, Maslow[13] claims that a person will be motivated only when all his needs are satisfied. He demonstrated this by creating a pyramid to show how people are motivated. At the same time, Maslow argued that, in the case of motivation, one cannot climb to a higher level if the needs of the lower level are not satisfied. As his needs are met, the individual will begin to perform and think about meeting the next higher level of need as stated in the pyramid.

V. The need for self-realization:
the opportunity for personal development, learning and creative work.
IV. The need for self-esteem: the need for respect and recognition.
III. Social need (belonging and love):
the need for association, affiliation, friendship
II. Safety Need:
the need for protection against threats, deprivations and other dangers (those related to health, property, workplace, etc.).
I. Physiological needs: the need for food, water, the need for air, clothing, shelter.

The need for self-actualization is the highest level need to which a human being can aspire. As their needs are met, team members will begin to perform, until they begin to think about meeting the next higher level of need, as noted in the pyramid.

Alderfer's ERG Theory

Psychologist C.P. Alderfer[14] took over and developed Maslow's hierarchy of needs into a theory of his own. His theory suggests that there are three basic groups of needs: Existence (E), Relatedness (R), and Growth (G). These types are similar to Maslow's levels of physiological needs, social needs, and self-actualization needs, respectively.

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[13] A. Maslow, *Motivation and personality*, Bucharest, Three Publishing House, 2013.

[14] Alderfer's ERG Theory, https://courses.lumenlearning.com/wm-introductiontobusiness/chapter/alderfers-erg-theory/ Module 10: Motivating Employees

Existential needs refer to the satisfaction of our basic material requirements for life, which include what Maslow classified as physiological needs and safety needs.

Relatedness needs have to do with the importance of maintaining interpersonal relationships. These needs are based on social interactions with others and are aligned with Maslow's levels of love/belonging, such as friendship, family and sexual intimacy, and needs related to self-esteem and gaining the respect of others.

Growth needs describe our intrinsic desire for personal development. These needs are similar to Maslow's esteem needs, such as self-esteem, self-confidence, and achievement, and self-actualization needs, such as morality, creativity, problem-solving. Alderfer believes that when a certain category of needs is not satisfied, people will redouble their efforts to satisfy needs in a lower category.

If Maslow's theory follows a specific and orderly hierarchy, where if a lower-level need is not satisfied, one cannot move to a higher-level one, as far as Alderfel is concerned, if a higher-level need is aggravated, an individual may revert to increasing the satisfaction of a lower-level need. This is called the frustration-regression aspect of the ERG theory. ERG theory is very flexible because Alderfer perceived needs as a variety and not a hierarchy. In other words, Alderfel believes that an individual can work on their growth needs even if their existence or relationship needs are unsatisfied. His theory holds that when the individual might even be motivated to fulfill a particular need when he finds that there are problems in fulfilling it.

McClelland's theory of needs

McClelland1 states that the individual is governed, throughout his life, by at least three motivating factors, which do not depend on either the age or the sex of the individual.

The three motivating factors are:

- **Realization**. This implies the need to achieve and demonstrate one's own skills. People with a high need for personal achievement prefer tasks that involve assuming responsibility on their own behalf and achieving results based on their own efforts.
- **Affiliation**. This implies the need for love, acceptance and social belonging. It is assumed that people with a high need for affiliation are motivated to be accepted and liked by others.

• **The power**. This involves the need to control one's own work or that of others. People with a high need for power aspire to occupy positions of authority and acquire a status that allows them to exercise power and influence over others. They tend to be more concerned with their level of influence than with actual work performance.

Over the course of a lifetime, only one of these impulses will be dominant in our behavior, the dominant unit obviously depending on our life experiences.

Hertzberg's two-factor theory

Hertzberg[15] classified needs into two large categories; namely hygiene factors and motivating factors.

Although hygiene factors are not sufficient to motivate people, they are necessary because poor hygiene can lead to the destruction of the individual's motivation and the team's motivation factors.

The principles of Herzberg's two factors applicable to the educational environment		
Hygiene factors that cause dissatisfaction	Improving motivational factors increases school satisfaction and achievement	Influenced by motivator factors (Satisfiers)
• Classroom conditions • Relations with colleagues • Regulations of the school unit • The policies related to the management team of the educational institution • The quality and cohesion of the teaching team / class of students	Improving hygiene factors lowers dissatisfaction and leads to performance outcomes	•Achievements •Recognition • Responsibility • Personal development

Table 2

Hertzberg argues that while hygiene factors are related to the need to avoid unpleasantness, motivation factors lead to job satisfaction for a

[15] E.I. Hertzberg. & R.M. Hamlin, *A motivation-hygiene concept of mental health. Mental Hygiene,* 45, 1961, p. 394-401.

completely different reason: the individual's need for self-growth and self-actualization.

Vroom's expectancy theory

Through his theory, Vroom[16] argues that an individual's motivation is influenced by the individual's expectations about the future. According to Vroom, an individual's motivation is affected by:

• Expectations of effort / work performed. Achieving performance, however, calls for the satisfaction of needs related to adequate resources, both human (people with well-defined skills and competencies) and material (raw materials, time), as well as well-done management. In other words, to get a good, valuable result you need:

• Valences. It depends on how much importance the individual places on the expected outcome.

Clear understanding of the relationship between performance and results advertises:

- hope: assessing the likelihood that our efforts will lead to the required level of performance;

- expectancy: the assessment of the likelihood that our successful performance will lead to certain outcomes.

• Reward is an extremely important aspect in the performance-results equation.

McGregor's Theory: ***Theory X and Theory Y***

McGregor[17] in his work *The Human Side of Enterprise speaks about* two management styles: the authoritarian style (Theory X) and the participative style (Theory Y).

Theory X. It is addressed to those managers who must apply an authoritarian leadership style. When the manager finds that his team members do not like their work and consequently have little motivation. Members of this type of team avoid working and taking responsibility for their work and may go so far as to abandon their work. The managers of this type of team must supervise you. use an authoritarian management style. McGregor states that this kind of approach is very "hands-on" and usually involves micromanaging people's work.

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[16] V.H. Vroom, *Work and Motivation,* New York: Wiley, 1964.

[17] D. McGregor, *The Human Side of Enterprise*. New York, McGraw-Hill Book Co., 1960.

Theory Y. Addresses those managers who use a participative management style. Managers who fit this theory work with people who are willing to work without supervision, take pride in their work, see it as a challenge, and want to achieve. They can direct their own efforts, they can take on their work and do it effortlessly, they are efficient in their work, they are sure of what they are doing. The management used is decentralized, participative.

It is a thing demonstrated by McGregor's Theory that students' motivation is correlated with learning. McGregor's *Theory X and Theory Y* can be perfectly applied to the educational environment. Teachers with a Theory Y perspective demonstrate increased motivation for their students and promote more active learning than Theory X-style teachers who do not view their students as active learners. It is so important that teachers should be aware of the fact that *Theory X and Theory Y* can be a very good source of inspiration for their career. It helps them to understand how this bias may be impacting their interaction with their learners.

Self Determination Theory (SDT)

The Self-Determination Theory (SDT) was elaborated and developed by Ryan & Deci[18]. This theory brings together concepts such as: *autonomy*, *competence* and *relationship*.

At the heart of the trio of needs of SDT is the argument that individuals have a set limited by basic psychological needs, the satisfaction of which is essential for development and well-being. Although the list of psychological needs is and has always been open to additions, the current set is limited to three: autonomy, competence, and relatedness. SDT believes that both satisfaction and frustration are aspects / elements, which we must take into account, when talking about these three needs. The need for autonomy refers to authentic self-expression, to the feeling that the person is in tune with their emotions, desires and learning needs. When satisfied, the individual experiences a sense of integrity as when their actions, thoughts, and feelings are self-sustaining and authentic. When you are frustrated, you experience a sense of pressure and often conflict, comparable to being pushed in an unwanted direction. The need for

[18] Ryan Deci, E.L., & Ryan, R.M., *The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior*, Psychological Inquiry, 11, 2000, p. 227-268, cf. Self Determination Theory – selfdeterminationtheory.org/application-basic-psychological-needs/, accessed at 12.02.2021.

relatedness involves the human drive for social connection, to feel cared for by others, and to belong to a group or community. The individual is satisfied by connecting and feeling meaningful to others. Relationship frustration comes with a sense of social alienation, exclusion and loneliness. The need for competence refers to the acquisition, through the activities in which the individual is involved, of the feeling that his actions and results have a positive impact and are recognized, valued, to the experience of effectiveness and mastery. The individual becomes satisfied when one capably engages in activities and experiences opportunities to use and expand skills and expertise. When frustrated, the individual experiences a sense of inefficiency or even failure and helplessness.

Ryan & Deci (2000) highlight that these three psychological needs have been distinguished and derived from both inductive and deductive bases. These basic psychological needs first emerged inductively from research showing that the need for competence and autonomy were central to the development and maintenance of intrinsic motivation. To illustrate, positive feedback has been found to promote greater interest and enjoyment of an activity (Vallerand and Reid 1984), an effect explained by satisfying individuals' need for competence (De Muynck et al. 2017). Conversely, offering external rewards for participating in an interesting activity can undermine intrinsic motivation (Deci et al. 2000), perhaps because including controlling rewards can shift the perceived locus of causality from internal to external, thus diminishing a sense of autonomy, (Houlfort et al. 2002)[19].

Although initial research based on SDT focused primarily on intrinsic motivation, subsequent studies have addressed the internalization of extrinsically motivated activities. Internalization, like intrinsic motivation, requires a sense of efficacy (i.e., competence satisfaction) and volition (i.e., autonomy satisfaction). However, to fully understand the variability of the internalization process, it was necessary to include the need for relatedness, as it became clear that activities are more likely to be well internalized when there is a real sense of connection with those who take care to encourage these goals and activities. Ideally, all three basic psychological needs are satisfied to stimulate the internalization process. If one of the needs is frustrated, internalization is hindered. For example, although experiencing

[19]https://www.semanticscholar.org/paper/Extrinsic-Rewards-and-Intrinsic-Motivation-in-Once-Deci-Koestner/ddc2022f341ccaf95a393d96e6e265c8921e28c6, accessed at 12.02.2021

a strong bond with a social agent and feeling effective in performing an uninteresting activity may provide a starting point to begin internalizing regulation, the internalization process will only be partial when the need for autonomy remains unfulfilled. In the absence of autonomy, one may engage in activity to please others, to gain approval, to avoid feelings of guilt.

However, a primary source of inductive evidence leading to the positing of these three constructs as basic needs came from studies of well-being and development. Evidence has repeatedly shown that the satisfaction of basic needs for autonomy, relatedness, and competence were essential to well-being, both from a developmental (e.g., Grolnick et al. 1991) and situational (e.g., Reis et al. 2000). These three needs, each uniquely but also in interactive ways (e.g., Kluwer et al. 2019), appeared to be central to the well-being of individuals across ages, contexts, and cultures.

Through this vision that is the basis of SDT, (Deci & Ryan 1985)[20], it is assumed that human beings develop naturally towards increasing adaptation, integration and coherence where possible. This view of development, these needs are integral to the conception of a fully functioning person. Given that full functioning involves continuous satisfaction of basic psychological needs, SDL has become relevant not only to intrinsic motivation but also to well-being in general.

Self Determination Theory (SDT) in educational environment

Learners' motivation is one of the keys for the children to become self-directed. (Deci & Ryan, 2000). Also, one of the important goals of education is that the teacher cultivates the inherent pleasure for studying that exists within their learners. It is important for the teacher to know how to motivate learners who are passive, refuse to cooperate, or have an aggressive or disruptive behavior. Teachers should know how to make their students become proactive and endowed learners. Teachers should focus on how their students can become proactive to stimulate their intrinsic motivation in order do not lose their interest in the learning process, even when they are older and become concerned with other aspects of their future adult lives, such as first love, the need to have one's own identity, etc. STD theory provides a theoretical framework that stimulates a critical perspective on

[20] cf. Self Determination Theory – selfdeterminationtheory.org/application-basic-psychological-needs/, accessed on 12.02.2021

some of the contemporary educational policies and practices which are improving students' intrinsic motivation.

10 ways to make the student feel motivated

1. **M =** Mindset
2. **O =** Opportunities, not obstacles
3. **T =** Time spent with yourself (with your needs)
4. **I =** Imagine yourself achieving your goals
5. **V =** Visualize your goals / success
6. **A** = Action before emotions
7. **T =** Time spent with others
8. **I =** Inspired by motivational quotes, books, or movie / by someone of your family or a teacher etc.
9. **O =** Offered yourself a reward
10. **N =** Never say never

Research methodology
Description of the project

The major objective of the project: Studying the correlation between the scores from the motivational factors (expressed through the 13 dimensions: The feeling of personal self-esteem derived from occupying the position I have, The opportunity for personal growth and development at work, The prestige of work within the company (the consideration received by to others in the organization), The possibility of having independence of thought and action at work, The feeling of security at work, The feeling of self-realization that derives from the position occupied within the organization (this consists in using one's own abilities, realizing one's own potential), The prestige of work outside organization (the consideration received from those who are not part of the organization), The feeling of achieving something worthwhile in one's job, The opportunity given by work to help other people, the opportunity to participate in setting objectives, The opportunity to participate when choosing work methods and procedures, the Authority associated with work, the Opportunity to develop close friendship relationships at work) and the score from choosing the teaching career as the first career option, for DFP, UEB students.

Research hypotheses Hypothesis 1 H1. There are significant gender differences between the scores obtained for the Motivational Factors, expressed through the 13 dimensions: The feeling of personal self-esteem derived from occupying the position I have, The opportunity for personal growth and development at work, The prestige of the work within the company (the consideration received from others from the organization), The possibility of having independence of thought and action at work, The feeling of security at work, The feeling of self-realization that derives from the position held within the organization (this consists in using one's own abilities, realizing one's own potential), The prestige of work outside the organization i (the consideration received from those who are not part of the organization), The feeling of achieving something worthwhile in one's job, The opportunity given by work to help other people, The opportunity to participate in setting objectives, The opportunity to participate in choosing working methods and procedures, Authority associated with work, The opportunity to develop close friendship relationships at work.

Hypothesis 2. H2. An increased level of motivational factors scores will correlate (be associated) with an increased level of scores for choosing the teaching career as a first career option, by gender, in DFP, UEB students.

Research methods

1) Type of research: the research undertaken was one of transversal evaluation - assuming the quantitative determination, through measurement, of the investigated phenomena. At the same time, this was also a practical-applicative research work, because it aims to contribute to the improvement and enrichment of concrete modes of action through its results.

2) The research design was a quasi-experimental study.

Study participants: To carry out the research project, we selected a group of 88 students, 40 men and 48 women (first and second year, DFP, UEB), aged between 19 and 40, enrolled at the DFP, UEB. These participants completed a self-report questionnaire regarding their choice of teaching career as their first career choice.

Research tools:

1. The Motivational Questionnaire (Lyman W. Porter [21] , 1964), expressed through the 13 dimensions: the feeling of personal self-esteem

[21] L.W. Porter, & M.M. Henry, Job attitudes in management: V. Perceptions of the importance of certain personality traits as a function of job level. *Journal of Applied Psychology, 48*(1), 1964, p. 31-36.

derived from occupying the position I have, the opportunity for personal growth and development at work, the prestige of work within the company (consideration received from others in the organization), the possibility of having independence of thought and action at work, the feeling of security at work, the feeling of self-realization that derives from the position occupied within the organization (this consists in using one's own abilities, realizing one's own potential), the prestige of work outside the organization (the consideration received from those who are not part of the organization), the feeling of achieving something worthwhile in one's job, the opportunity given by work to help other people, the opportunity to participate in setting objectives, the opportunity to participate in choosing methods and working procedures, the authority associated with work, the opportunity to develop close friendship relationships at work.

The self-report questionnaire for choosing the teaching career as a first career option presentation and description of investigation tools.

1. Motivational Questionnaire (Lyman W. Porter, 1964)

Please indicate how important each of the characteristics below are to you. Answer according to your feelings about the job you have or have recently had. Tick for each characteristic your answer according to the importance you give. 1 point – not at all important, 2 points – not important, 3 points – little important 4 points – neither important nor important 5 points – quite important 6 points – important 7 points – very important Characteristics 1. The feeling of personal self-esteem derived from occupying the position I have. 2. The opportunity for personal growth and development at work 3. Prestige of work within the company (consideration received from others in the organization) 4. The possibility of having independence of thought and action at work 5. Feeling of job security 6. The feeling of self-realization that derives from the position occupied within the organization (this consists in using one's own abilities, realizing one's own potential) 7. Prestige of work outside the organization (consideration received from those who are not part of the organization) 8. The feeling of achieving something worthwhile in one's job 9. The opportunity given by work to help other people 10. The opportunity to participate in setting goals 11. The opportunity to participate in the choice of work methods and procedures 12. The authority associated with work 13. The opportunity to develop close friendship relationships at work The questionnaire includes 13 items related to professional motivation. The subject must choose the answer on a scale from 1 to 7 (where 1 means not at all important and 7 means very important) the answer option that suits him. The items are grouped into 5 categories of needs: security, social, esteem, autonomy, self-actualization.

2. The self-report questionnaire for choosing the teaching career as a first career choice. Please indicate your option for choosing the teaching career as your first career option: Yes/No. To study gender differences for motivational factors, we used the Motivational Questionnaire (Lyman W. Porter, 1964), expressed through the 13 dimensions. In order to study the existing correlation between motivational factors and the choice of the teaching career as a first career option, we used: - The Motivational Questionnaire (Lyman W. Porter, 1964) and - The self-report questionnaire for choosing the teaching career as the first career option, for DFP, UEB students, I used: Procedure: Each subject received: the Motivational Questionnaire (Lyman W. Porter, 1964), expressed through the 13 dimensions and a self-report questionnaire, for choosing the teaching career as a first career option, not being constrained by time to complete them. Participants were not asked to reveal their identity, for increased confidentiality and, above all, to encourage them to be honest in their responses. The participating subjects only passed their age and gender, variables that could be useful in possible correlations later on in this research. In the self-report questionnaire, each of the 40 students, 20 women and 20 men, expressed their option with "Yes/No", teaching career as their first career option.

Research design: We propose a quasi-experimental study. The variables are:

1. Perceived motivational factors, depending on gender, expressed through the 13 dimensions: The feeling of personal self-esteem derived from occupying the position I have, The opportunity for personal growth and development at work, The prestige of work within the company (the consideration received from others in organization), The possibility of having independence of thought and action at work, The feeling of security at work, The feeling of self-realization that derives from the position held within the organization (this consists in using one's own abilities, realizing one's own potential), The prestige of work outside the organization (the consideration received from those who are not part of the organization), The feeling of achieving something worthwhile in one's job, The opportunity given by work to help other people, The opportunity to participate in setting objectives, The opportunity to participate in the choice

of methods and procedures work, Authority associated with work, The opportunity to develop close friendship relationships at work.

2. The statistical data of the self-report questionnaire for choosing the teaching career as a first career option, for DFP, UEB students.

Data analysis in this study, three types of data analysis techniques were used: (1) descriptive statistics for a closed question, (2) t-test, (3) correlation analysis. The quantitative analysis involved the following steps: In the first step, the results were obtained, from the choice of the type of motivation to the group of participants, (N80), according to the Motivational Questionnaire (Lyman W. Porter, 1964).

Table of descriptive statistics for the Motivating Factors criterion by gender.

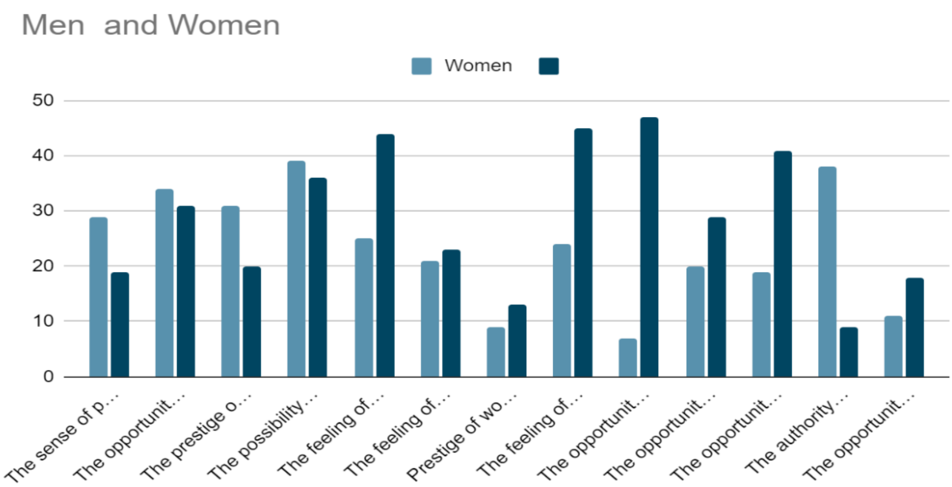

Table 3. Male/female scores on the Motivation Questionnaire (Lyman W. Porter, 1964).

In the second step, after obtaining the results, from the choice of the type of motivation to the group of participants, (N40), according to the Motivational Questionnaire (Lyman W. Porter, 1964) and processing the data from the self-report questionnaire regarding the choice of the teaching career as a first choice for the career, for DFP, UEB students, all these scores were entered into a statistical data processing program, StatView. Once the values were entered, for all the variables involved in the study, statistical processing was carried out: The Bravais – Pearson correlation coefficient. The Bravais – Pearson correlation coefficient was calculated to examine (the association) the bivariate correlation between the career choice motivation model Lyman W. Porter, 1964 and Responses to the Self-Report Questionnaire for Choosing a Teaching Career as a First Career Option.

Table of bivariate descriptive statistics and correlations for the criterion of motivational factors, according to gender, and the choice of teaching career as a first career choice.

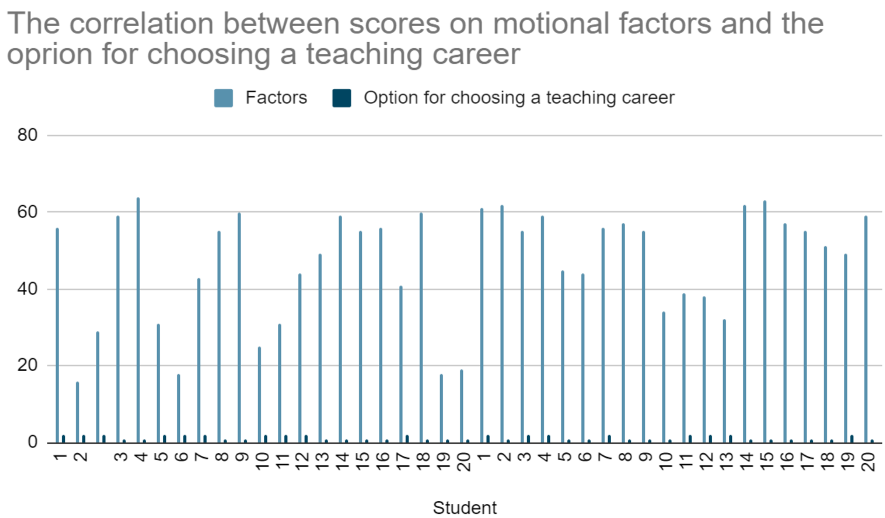

Table 4. Scores obtained on the variable of choosing the teaching career as the first career option

Data analysis - Given the sample of participants in the study, 40 students (20 men and 20 women), we used parametric methods, and with the help of the SPSS program, we calculated the linear correlation coefficient r - Bravais - Pearson. We chose the threshold $\alpha = 0.05$.

Verification of Hypothesis 1, H1., the raw grades of the subjects were statistically analyzed, first of all, according to the central tendencies of the phenomenon (average values of the factors), and the differences found between them were always checked with the significance test t for independent samples.

Verification of Hypothesis 2., H2. was carried out by: bivariate correlation analysis on the group of students (N=40), 20 men and 20 women, between:

1. **The motivational factors perceived according to gender expressed through the 13 dimensions**: *The feeling of personal self-esteem derived from*

occupying the position I have, The opportunity for personal growth and development at work, The prestige of work within the company (consideration received from others in the organization) , The possibility of having independence of thought and action at work, The feeling of security at work, The feeling of self-realization that derives from the position occupied within the organization (this consists in using one's own abilities, realizing one's own potential), The prestige of work outside the organization (the consideration received by to those who are not part of the organization), The feeling of achieving something worthwhile in one's job, The opportunity given by work to help other people, The opportunity to participate in setting objectives, The opportunity to participate in the choice of work methods and procedures, The authority associated with work, the opportunity to develop close friendship relationships at work.

2. the statistical data of the self-report **Questionnaire for choosing the teaching career as a first option**, for DFP, UEB students, according to gender. To measure the variable motivational factors (scores on the items), we used the Motivational Questionnaire (Lyman W. Porter, 1964). To measure the teaching career choice as a first career choice variable, we used the statistical data from the Self-report Questionnaire for choosing a teaching career as a first career choice, depending on gender.

Verification of Hypothesis 2. H2. An increased level of scores from the motivational factors, depending on gender, will correlate (be associated) with an increased level of choosing the teaching career as a first career choice in DFP, UEB students. Verification of Hypothesis 2, H2. Data analysis - Given the sample of participants in the study, 88 students, we used parametric methods, and with the help of the SPSS program, we calculated the linear correlation coefficient r - Bravais - Pearson. We chose the threshold α = 0.05. Table of bivariate descriptive statistics and correlations for the criterion Motivational factors, men:

Variable ………………..M (SD) …………….Means and Standard Deviations for:

(N = 20).

Male Motivational Factors Criterion	M	SD
S1	48	3.07
S2	45	2,81
S3	49	3,26
…S20		

Tabel 5. * - Significant at the 0.05 level

NS – Not—significant

Tabel of bivariate descriptive statistics and correlations for the criterion Motivational factors, men.

Variable …………………………..M (SD) …………………Means and Standard Deviations for:

(N = 20).

Female Motivational Factors Criterion	M	SD
S1	49	3.95
S2	35	2.71
S3	50	4.21
…		
S20		

Tabel 6. * - Significant at the 0.05 level

NS – Not—significant

Tabel of bivariate descriptive statistics and correlations for the criterion Motivational factors, women.

Research results Verification of Hypothesis 1. H1. Hypothesis 1 H1. There are significant gender differences between the scores obtained on the Motivational Factors and the choice of a teaching career as a first choice. Regarding the hypothesis that motivational factors are influenced by gender, the t-test for independent samples indicated that there is a significant difference between the choice of the type of motivation in men and women. Therefore, hypothesis H1 is confirmed. The obtained data lead to several conclusions: Regarding the perceived motivational factors, in the first 3 places, in the group of men, were identified: on the first position is the Possibility of having independence of thought and action at work, followed by the Authority associated with work, and on the 3rd place is: the Opportunity to participate in the choice of work methods and procedures. The psychological analysis shows that men, as far as professional motivation is concerned, base cognitive motivation: the particularities of work, working conditions, work becomes a means by which certain needs are met, the need for status. In the group of women, the first 3 options were identified, intrinsic, altruistic motivations, in the first place was: The feeling of achieving something worthwhile in one's job, followed by: The opportunity given by work to help other people, in the 3rd place, The feeling of security at work. The psychological analysis shows that women, in terms of professional motivation, base it on affective motivation, the fact that work becomes an end in itself, and on the one hand, work favors personal achievement, and at the same time, satisfies the need for security. Summarizing the two results, according to the theory of motivational factors, the motivation of men is related to self-realization, and the factors that motivate women are related to the needs of existence, concerns for personal security and the theories of expectation, the expected performances depend on what they can offer, the ideal status. Motivation is a dynamizing, energizing and directed internal state at the same time. It represents the set of needs that must be satisfied and that push the individual and determine him to choose his career. Hypothesis 1. H.1. anticipated that there is indeed a significant gender difference in the choice of type of motivation, expressed through the 13 items from the Motivation Questionnaire (Lyman W. Porter, 1964). Verification of Hypothesis 2. H2. An increased level of motivational factor scores, depending on gender, will correlate (be associated) with an increased level of scores on choosing teaching career as a first career choice in DFP, UEB students.

Verification Hypothesis 2, H2., we processed the data from the samples: - Perceived motivational factors expressed through the 13 dimensions: The feeling of personal self-esteem derived from occupying the position I have, The opportunity for personal growth and development at work, The prestige of work within the company (consideration received from others in the organization), The possibility of having independence of thought and action at work, Feeling of security at work, Feeling of self-realization that derives from the position held within the organization (this consists in using one's own abilities, realizing one's own potential), Prestige of work outside the organization (consideration received from those who do not part of the organization), The feeling of achieving something worthwhile in one's job, The opportunity given by work to help other people, The opportunity to participate in setting objectives, The opportunity to participate in choosing work methods and procedures, The authority associated with work, The opportunity to develop close friendship relationships at work, with DFP, UEB and - the statistical data from the Self-Report Questionnaire for choosing a teaching career as a first option, for young students from DFP, UEB. We used the r - Bravais - Pearson linear correlation analysis, on the sample of young students (N=40). In the first step, after obtaining the results, from choosing the type of motivation for the group of participants, according to the Motivation

Questionnaire (Lyman W. Porter, 1964) and processing the data from the self-report questionnaire regarding the choice of the teaching career as a first career option, to DFP students, UEB, were entered, all these scores in a statistical data processing program, StatView. In the second step, once the values were entered, for all the variables involved in the study, statistical processing was carried out: Bravais – Pearson[22] correlation coefficient. The Bravais – Pearson correlation coefficient was calculated to examine (the association) the bivariate correlation between the motivation to career choice model Lyman W. Porter, 1964 and responses to the Self-Report Questionnaire for Choosing a Teaching Career as a First Career Choice. Hypothesis 2. H2. An increased level of motivational factor scores, by gender, will correlate (be associated) with an increased level of scores for choosing the teaching career as a first career option, by gender, in DFP, UEB students. The results show that, indeed, the increased level of the perceived motivational factors, according to gender, is associated with an increased one in the scores from the Self-report Questionnaire for choosing the teaching career as a first option, in DFP, UEB students. In conclusion, the hypothesis of the study was confirmed by the data obtained in our study, there being, under the given conditions, a significant correlation between the motivational factors and the choice of the teaching career as the first acquisition ($p. > 0.05$). Regarding the gender and types of motivation, the female students chose to complete their studies by opting, including, for the psycho-pedagogical training program, which also allows them the option for a teaching career, having, at the basis of their choice, mainly intrinsic altruistic motives, and secondarily extrinsic, influence-based motives. As for the male students, they opted for a teaching career, being enlivened, / motivated by extrinsic reasons needing more attention. This finding, once more, confirms recent studies regarding the effect of gender among people's choice to study and prepare for a teaching career[23] (for example, we can have consistent findings presented in recent studies, Johnston et al. 1999; Reid and Caudwell 1997). Although both men and women emphasize intrinsic reasons for choosing a teaching career, women place greater emphasis on altruistic and intrinsic reasons. Therefore, the results from the analysis of the questionnaires that are the subject of the present article,

[22] Formula known as Pearson's *r*, the Pearson product-moment correlation coefficient (PPMCC), the bivariate correlation

[23] J. Johnston, J.E. McKeown, & A. McEwen, *Choosing primary teaching as a career: The perspectives of males and females in training.* Journal of Education for Teaching, 25(1), 1999, p. 55–64.

which included some of the main motivating factors, which are important in the case of UEB students, when they opt for a teaching career. Gender differences clearly indicated that men gave more importance to extrinsic reasons based on pecuniary arguments, such as the social status of the profession. In contrast, women placed greater weight on perceived job satisfaction, mental stimulation, and the ability to help others learn. As such, the findings in the present study support studies such as Johnston, Mckeown and Mcewen (1999) and clearly show that including female UEB PFP students chose the teaching career for intrinsic, altruistic reasons compared to male students. The dominance of extrinsic influence-based motives among female participants compared to male participants is supported by numerous existing studies. At the opposite pole we have studies such as Manuel (2003) and Reid and Caudwell (1997) who found that female teachers chose the teaching career because of extrinsic reasons, based more on influence, more than males. It is stated in the article that female teachers were influenced by their previous teachers and the support of their family in choosing a teaching career.[24]

One thing is certain, in the vast majority of cases, where the motivation is exclusively extrinsic, it ends up producing a decrease in performance regardless of the area it refers to. Therefore, extrinsic motivation is not a good ally for long-term projects. Extrinsic rewards can take a person away from the motivation that really matters: intrinsic motivation. It is proven that when a person starts an activity or a task motivated by internal factors, the efficiency and results are very good, and when external factors intervene in the task, the productivity could decrease, over time. The explanation is simple, when something does not start from the pleasure of doing that activity, it ends up being perceived as an obligation and cannot enjoy success in the long term. On the other hand, however, not all extrinsic motivation should be ignored. On the contrary, self-esteem, the feeling of a job well done confirmed by the one who distributed a task to someone, increases by 3 in the case of receiving a reward or a prize. It is the confirmation of the fact that your work and merit is recognized in an activity, which you have undertaken and carried out with positive results. We consider it important, in order to increase the level of confidence and

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[24] cf. https://www.semanticscholar.org/paper/Extrinsic-Rewards-and-Intrinsic-Motivation-in-Once-Deci-Koestner/ddc2022f341ccaf95a393d96e6e265c8921e28c6, accessed at 12.02.2021.

https://www.selfdeterminationtheory.org/application-basic-psychological-needs/, accessed at 12.02.2021 motivation of employees, that every employer understands how important the reward is and practices, in the case of his employees, rewards for successfully completed tasks.

Conclusions and recommendations. Due to the declining number of young people choosing teaching as their first career option in recent years, it is becoming increasingly important to determine what motivates young aspiring teachers. In order to better understand this question, the career motivations of students from psycho-pedagogical training programs were examined, it was concluded that the forms of extrinsic, intrinsic and family motivations had a significant influence among young aspirants at the didactic department. The understanding by PFP students of the fact that the teaching career is a profession option is essential for the teacher training programs of the Ecological University of Bucharest and for identifying the professional attitudes of pre-teachers. Moreover, the present results are vital to determine where DFP, UEB, stands in the national/international community regarding the career motivations of pre-service teachers. Based on the conclusions of this study, several recommendations were formulated for decision makers and teacher training institutions. However, these suggestions are not limited to policy makers and teacher education institutions in Turkey, as the findings of this study are also consistent with other studies on the career motivation of pre-service teachers. The results of this study also come at a time when policymakers and teacher education institutions around the world are addressing the issues of improving teacher recruitment and retention, structuring their work, improving the teacher education system, and trying to develop teaching effectiveness. In summary, the most important recommendations of this study are listed below:

- Policy makers should consider the professional duty of teaching and try to increase the social status of teachers.
- National and worldwide policy makers should take steps to avoid the feminization of the teaching profession.
- Teacher training institutions should focus on trying to improve the attitudes of pre-service teachers.
- Teacher training institutions should make efforts to inform future teachers that teaching is about altruism and self-sacrifice.
- Authorities and training managers for psycho-pedagogical training should investigate teacher training models and strategies for recruitment and long-term retention of the option of choosing the teaching profession.

The present study is the first step, in a whole cycle, which aims to follow, over an entire academic course, Level I, Bachelor (academic years 2022-2025) and Level II, Advanced Master (academic years 2023-2024) if the students of the Psychopedagogical Training Program within the Ecological University of Bucharest are sufficiently motivated in order to opt for a teaching career with vs. without intrinsic (psychological/emotional) and/or extrinsic (societal factors – education/family/environment) incentives.

If the Psychopedagogical Training Programs will achieve a positive relationship between the motivational theory of expectations of the students and the successful satisfaction of the needs and interests of the students, then we can certainly talk, on the one hand, about an important increase in the number of students who opt for the teaching career, and on the other hand, about the fact that in the near future we will have a new generation of teachers who will know how to motivate their students.

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cf. https://www.semanticscholar.org/paper/Extrinsic-Rewards-and-Intrinsic-Motivation-in-Once-Deci-Koestner/ddc2022f341ccaf95a393d96e6e265c8921e28c6, accessed at 12.02.2021.

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FEMINIST ETHICS ON CAPITAL PUNISHMENT IN REALIZATION OF SOCIAL ORDER

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Abstract: *The paper aimed at assessing some critiques of feminist-ethical conception and evaluation of the operational practice of capital punishment. It recognized that ethics has been for the operational values of the human persons as subjects of lived experiences based on the choices we make. This has been for the promotion, protection and respect for the fundamental human rights, especially the right to life, which gives a firmed foundation for other rights for the sustainability of the society in harmony, peace, equity and justice. The paper recognized that these qualities of living in any given society cannot be guaranteed by the practice of capital punishment as corrective measure, for the control of crimes. It is on this concern for the effects of social or societal practices of capital punishment, the feminist ethics examined this practice on women and the children, as most of the criminals convicted to face capital punishment are mainly the men folk who are supposed to live to care for their families. As such, the feminist ethicists advocate for possible eradication of capital punishment in every society as practiced by the governments of the nations. Adopting phenomenological method of analysis, the paper concluded that the feminist ethicists recognized that the society can be more peaceful and orderly when the lives and values of women in reference to the valuation of all lives, and learn the justice and the values of the society are dependable on the values such society has on the women as subjects of lived experiences.*

Keywords*: Authenticity, Capital Punishment, Feminist Ethics, Human Person, Human Values, Social Order, Women Rights.*

Introduction

The operational practice and measure of capital punishment is a very popular term in legal parlance, and its justification has been a controversial

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theme amongst philosophers. While some have argued that capital punishment is a justified form of punishment on the grounds of retribution, deterrence, rehabilitation, closure, and vindication; others have argued in opposition to it. Amongst the latter includes the French Philosopher, Albert Camus. Using the method of *reductio ad absurdum,*[1] Camus argues against the propositions of the proponents of Capital punishment. Arguing firstly against the exemplary value of Capital punishment, he argues that a society that believes in the deterrence value of capital punishment will not keep the citizens obscured from the act.[2]

With the concerns for the valuation of human life and dignity, especially the promotion of women rights in reference to the conditions of their living, however, feminism as a social movement and as a ethical theory of human equality and liberation, encompasses a broad range of ideologies and perspectives on various social issues, including the abolition of capital punishment. It shows the needs to protect the values and lives of women and girls in the society in relation to the operations of the masculine-driven society. Hence, this evaluation aims to critically analyze the feminist approach to the issue of capital punishment, considering both its strengths and weaknesses. By examining feminist arguments and perspectives on this condition for the sustainability of social order, we can gain a deeper understanding of how gender intersects with the discourse on capital punishment in relation to the values of social order.

The Concept of Feminism

Owing to the history of the philosophies of the values of human person and dignity, feminism is one of the most recent ideologies emerging to address some issues regarding the values of women rights and dignity. It is an attempt to analyze the social position of women, their apparent subsidiary role in history and offer the basis for reform and the advancement of women

[1] *Reductio ad absurdum,* which translates to 'reduction to absurdity', is a form of argument that seeks to show that a thesis must be accepted because its rejection could be absurd or contradictory. It reduces a thesis or an argument to a mere jest or caricature to bring out the foolishness or absurdity in its presentation. It concentrates on the flaws or the illogicality inherent in the argument to in order to debunk it. It is style of reason that dates back to ancient Greek philosophy, most especially in mathematical and philosophical reasoning. Cf. Nicholas Rescher, "Reductio Ad Absurdum", Internet Encyclopaedia of Philosophy, https://iep.utm.edu/reductio/ (accessed 28.10.2022).

[2] Albert Camus, "Reflections on the Guillotine" in *Resistance, Rebellion and Death.* Translated by Justin Brien. New York: Alfred A. Knopf, 1961, p. 181.

in all areas of society. Feminists believe that there is a fundamental power struggle between men and women. This, like the struggles around class and race, is potentially revolutionary. Patriarchy can be perceived as the mainspring of feminism. Men and women have gender roles in society, but women have their role imposed on them by men. Consciously and unconsciously, in virtually all cultures and all times, women have been imprisoned within this imposed world. This patriarchy ('rule by men') permeates all aspects of society, public and private, as well as language and intellectual discourse. It thus remains the most profound of all tyrannies, the most ancient of all hierarchies. The root of oppression rests in men's superior strength and greater brutality, together with the female terror of being raped and the patriarchal ideologies that enslave minds.

One of the most important ideological influences of patriarchy is religion. Most religions allot a predominant role to male gods. Most known societies are not matriarchal ('ruled by women') in neither their social structures nor their theology. Nevertheless, Judaism, Christianity and Islam are particularly singled out by feminists as being religions that place women in a role subordinate to men in both their theology and society.[3] Patriarchy is thus a social construct, not a natural condition. Women's movements therefore seek liberation from patriarchy by various means ranging from specific political campaigns, such as demand for liberal abortion laws, to 'consciousness-raising' by debate, discussion and publications, or simply 'living the future' adopting a 'liberated' lifestyle and related values and sharing these with the 'sisterhood'.

What is Capital Punishment?

Etymologically, the word "capital" is derived from the Latin word "caput", which literally means "the head." Capital Punishment is the legal killing of a person who has committed a certain crime prohibited by law.[4] Technically, for many thinkers, especially Roger Hood, elaborates that the operationality of the conceptualization of "death sentence" is referred to the sentence of legal condemnation passed on a convict, and other same vein, "execution" is referred to the process of carrying out the sentence.[5] Both

[3] Kevin Harrison and Tony Boyd, *feminism;* Downloaded from *manchesteropenhive*.com at 08/21/2032 02:00:19AM

[4] Benjamin Igwenyi, et al, Abolition of Death Penalty in Nigeria: Juristic Issues and Solutions. *Global Journal of Politics and Law Research*. 7(7), 2019, p. 54.

[5] Roger Hood, "Capital Punishment", Encyclopaedia Britannica, https://www.britannica.com/topic/capital-punishment , accessed on 14.7.2022

operational concepts indicate the societal understanding of "capital punishment. He further distinguishes between capital punishment and extra-judicial killing as he opines that the latter, unlike the former, does not follow the due process of the law.[6] Capital punishment has been viewed as the most extreme form of punishment on a person and may come in any form such as hanging, firing squad, lethal injection, etc. It is also pertinent to note that capital punishment is sometimes used interchangeably with death penalty.

Some Scholars Views on Capital Punishment:

Albert Camus

The central point of Albert Camus' arguments against capital punishment are to show that the death penalty is irrelevant, and its irrelevance is borne out its ineffectiveness. To prove this, he begins by highlighting the stands of the proponents of the death penalty, that is, the exemplary value and deterrence, and begins dissecting their view. More so, Camus opines that if the society believes in the death penalty as they claim, they would give the executions the benefits of publicity, as it does for issues of national bond, or in the advertisement of a new brand of drink. This is no longer the case, as evidenced by the privacy that executions now enjoy. He claims that this privacy is a recent development, and no reason has been given for it. He recalls France's last public execution which took place in 1939; how it drew massive crowd, journalists and photographers; and how the scary images flew all around newspapers the following day. Sadly, that marked the end of public executions, as the large number of the public did not endorse or approve of it.[7]

Augustine of Hippo

In St. Augustine's 'The City of God', published in 426 AD, and he wrote in Chapter I that the same divine authority that forbids the killing of a

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[6] Roger Hood, *Ibid*.

[7] The last public execution in France was in the morning of June 17, 1939, and it involved a German serial killer, Eugene Weidman. His execution generated a massive public unrest, just like others before his. This led to the abolition of public executions, for the authority concluded that public execution, which was supposed to have a moralizing effect was yielding the opposite result. From that moment till France abolished the death penalty in 1981, execution was carried out in the prison, before selected witnesses. Cf. Paul Friedland, *Seeing Justice Done: The Age of Spectacular Capital Punishment in France*. (Oxford: Oxford University Press, 2012), Epilogue 12–19.

human being establishes certain exceptions, as when God authorizes killing by a general law or when He gives an explicit commission to an individual for a limited time. The agent who executes the killing does not commit homicide; he is an instrument as is the sword with which he cuts. Therefore, it is in no way contrary to the commandment, 'Thou shalt not kill' to wage war at God's bidding, or for the representatives of public authority to put criminals to death, according to the law, that is, the will of the most just reason. *The City of God, Book 1, Chapter 21,* and Augustine felt that the death penalty was a means of deterring the wicked and protecting the innocent. St Augustine, through the understanding of the doctrine of divine illumination, projects the values of the human person and life, irrespective of the gender and state of living or consciousness, as God is present in the life of everyone that deserved to be promoted, protected and respected.

Thomas Aquinas

Contrary to St Augustine’s conception of life in relation of the presence of God in creation, St. Thomas was a supporter of the death penalty. This was based on the theory (found in natural moral law), that the state has not only the right, but the duty to protect its citizens from enemies, both from within, and without. For those who have been appropriately appointed, there is no sin in administering punishment. For those who refuse to obey God's laws, it is correct for society to rebuke them with civil and criminal sanctions. No one sins working for justice, within the law. Actions that are necessary to preserve the good of society are not inherently evil. The common good of the whole society is greater and better than the good of any particular person. The life of certain pestiferous men is an impediment to the common good which is the concord of human society.

Feminist Ethics on Capital Punishment

A feminist approach to capital punishment would examine how gender intersects with the use of the death penalty, both in terms of those who are sentenced to death and those who are involved in the criminal justice system. Some Feminist scholars have argued that the death penalty is a gendered practice that reflects and reinforces gender inequalities. One area where this can be seen is in the disproportionate number of men who are sentenced to death compared to women. In many countries, men make up the vast majority of those who are sentenced to death and executed. This is often attributed to the fact that men are more likely to commit violent crimes, but feminist scholars argue that this explanation overlooks the ways in which gender stereotypes and expectations shape men's behavior and decision-making.

Another area where a feminist approach to capital punishment would be relevant is in the treatment of women who are accused of capital crimes. Women who are accused of killing their partners or children, for example, may be more likely to face the death penalty than men who commit similar crimes. This can be attributed to gender stereotypes about women's roles as caregivers and nurturers, which are seen as being violated when a woman commits a violent crime. More so, one of the key concerns raised by feminists is the existence of gender disparities in capital punishment. Studies have shown that women are less likely to receive death sentences compared to men, and when they do, their sentences are often commuted or overturned more frequently. Feminists argue that this discrepancy reflects systemic biases and stereotypes that devalue women's lives.[8] By shedding light on these disparities, feminists contribute to a broader conversation about fairness and gender equality within the criminal justice system. In the same vein, feminists, particularly those adopting an intersectional perspective, highlight the importance of considering race, class, and other intersecting identities in discussions about capital punishment. They argue that women from marginalized communities face unique challenges within the criminal justice system, leading to a disproportionate number of women of color being sentenced to death.[9] With the ideas of ethics, feminist analysis enriches the discourse on capital punishment by illuminating the interconnected nature of gender and other social inequalities.

Consequently, feminist approaches to capital punishment often critique patriarchal systems that perpetuate violence against women. Some feminists argue that the death penalty reinforces a culture of violence and retribution, which can contribute to the perpetuation of gender-based violence.[10] By challenging punitive approaches to justice, feminists advocate for alternative solutions that prioritize rehabilitation, support, and prevention. Many feminists align with the broader movement advocating for the abolition of capital punishment. They argue that the death penalty does not effectively address the root causes of crime and violence, including gender-based

[8] N. Phillips, The death penalty and women. In S.T. Vandiver& J.A. Marquart (Eds.), *Capital punishment and the criminal mind,* NJ: Routledge, 2008, p. 115.

[9] B.E. Richie, Arrested justice: Black women, violence, and America's prison nation. New York: NYU Press, 2012.

[10] J. Kitzinger, Feminism and the Death Penalty. *Feminist Review*, 77(1), 2004, p. 10.

violence. Moreover, feminists contend that capital punishment fails to provide justice for victims and their families, as it does not offer opportunities for healing, dialogue, or systemic change.[11] By promoting restorative justice models, feminists strive for a more comprehensive approach that addresses the needs of both victims and offenders.

Overall, the feminist perspective on capital punishment is characterized by a concern for social justice, a rejection of violence and oppression, and a commitment to promoting empathy and compassion in the criminal justice system. While there is no one single feminist viewpoint on this issue, many feminists argue that capital punishment is a flawed and unjust system that perpetuates social inequalities and reinforces patriarchal power structures.[12] One key issue that feminist scholars and activists have highlighted is the disproportionate impact of capital punishment on men compared to women. In many countries, men make up the vast majority of those who are sentenced to death and executed. This is often attributed to the fact that men are more likely to commit violent crimes, but feminist theorists argue that this explanation overlooks the ways in which gender stereotypes and expectations shape men's behavior and decision-making.

For example, some feminists argue that societal expectations of masculinity and the pressure to conform to gender norms can lead men to use violence as a means of asserting their power and dominance. Similarly, some feminists argue that the criminal justice system is structured in ways that disadvantage women, making them less likely to be sentenced to death even when they commit similar crimes as men. This can be seen in the ways in which women who are accused of killing their partners or children may be more likely to face life imprisonment without parole rather than the death penalty.[13]

An Evaluation of Feminist Ethics on Capital Punishment on the Realization of Social Order

Feminist ethics on capital punishment have significantly contributed to the ongoing discourse on gender, justice, and the criminal justice system.

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[11] V.M. Berry, Killing Women: The Symbolic and Material Practice of Femicide in India. *Violence against Women,* 24(6), 2018, p. 655.

[12] D. Roberts, Killing in the name of the state: The feminist case against the death penalty. *Feminist Philosophy Quarterly,* 4(2), 2018, pp. 1-24.

[13] E. Rapaport, "Feminism and the Death Penalty," In: *The Oxford Handbook of Feminist Theory*, ed. Lisa Disch and Mary Hawkesworth. Oxford: Oxford University Press, 2016, pp. 520-521.

While acknowledging the valuable insights provided by feminists, this paper also reflects some opposition to their approach on the valuation of gender Disparities and immobility on the issues on the social injustices regarding the values of women in the society.[14] Feminists have successfully drawn attention to the gender disparities within capital punishment systems, highlighting the lower likelihood of women receiving death sentences compared to men. Their analysis has exposed systemic biases and stereotypes that devalue women's lives, contributing to a broader conversation about fairness and equality in the criminal justice system.[15]

As such, feminists' intersectional approach to capital punishment has been commendable. By considering the intersection of gender with race, class, and other identities, feminists have illuminated the disproportionate impact of capital punishment on marginalized communities. This perspective enriches the discourse by recognizing the complex and interconnected nature of various forms of oppression and systemic injustice. [16] Also, feminist critiques of patriarchal systems and their association with violence have been valuable contributions to the development of the culture of gender agenda on human equality and order. [17] By challenging punitive models of justice, feminists encourage alternative approaches that address the root causes of crime, including gender-based violence. This critical perspective prompts society to consider broader societal and structural changes, beyond mere punishment, to create safer communities.[18]

Moreover, the Feminist support for the abolition of capital punishment is a significant contribution to the discourse. By advocating for the elimination of the death penalty, feminist ethics emphasize the need for justice systems that prioritize rehabilitation, healing, and systemic change. Their focus on restorative justice models offers alternatives that address the needs of victims, offenders, and society as a whole.[19] Furthermore, the one

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[14] See, P.O. Isanbor and Irabor, B.P. Irabor, Ethics of Living in Kierkegaard's Nothingness of Existence. *Journal of Philosophy and Religious Studies*, 2(1), 2020. pp. 21-37.

[15] N. Phillips, The death penalty and women. In S.T. Vandiver & J.A. Marquart (Eds.), Capital *Punishment and the criminal mind.* NJ: Routledge, 2008, 109-128.

[16] B.E. Richie, *Arrested justice: Black Women, Violence, and America's Prison Nation*. New York: NYU Press, 2012.

[17] See, P.O. Isanbor and M.M. Uzomah, Natural Law Philosophy and the Quest for Social Order, Justice and Development. *Akungba Journal of Religion and African Culture*, 5(2), 2017, pp. 62-72.

[18] J. Kitzinger, Feminism and the Death Penalty. *Feminist Review,* 77(1), 2004, 5-21.

[19] J. Kitzinger, *Ibid*.

critique of feminists' approach is the potential oversimplification of gender disparities. While women may receive fewer death sentences compared to men, focusing solely on gender may overlook other factors, such as the nature and severity of crimes committed or individual circumstances. A more nuanced analysis should consider a broader range of factors influencing sentencing disparities.[20] Critics argue that feminists sometimes neglect the agency and accountability of women who commit serious crimes. By focusing primarily on systemic factors that contribute to gender disparities in sentencing, feminists may downplay individual responsibility. Acknowledging agency does not dismiss systemic issues but ensures a comprehensive understanding of the complexities of criminal behavior.[21]

In all, feminist ethics encompasses diverse perspectives, leading to disagreements within feminist circles on capital punishment. The lack of consensus weakens the impact of a cohesive feminist approach, potentially hindering progress in addressing gender disparities within the criminal justice system. Recognizing and addressing these differences can strengthen feminist advocacy efforts.[22] As a result, some critics argued that feminist perspectives on capital punishment sometimes overlook the experiences of male victims of gender-based violence. By primarily focusing on women as victims and men as perpetrators, feminists may perpetuate gender biases and marginalize male victims. A more inclusive approach should consider the experiences and needs of all victims, regardless of gender.[23]

Conclusion

The central point of the paper has been on the idea of capital punishment in relation to the living conditions of women as managers of the families after the death of the fathers who are mainly of victims of capital punishment as a mode of deterrence of crimes in the society. Many ethicists through the adoption of feminism as a philosophical analysis of

[20] M. Tonry, The Death Penalty and Gender. *In The Oxford Handbook of Gender, Sex, and Crime*, (Oxford University Press, 2010, pp. 546-570.

[21] J. Simon, Gender and the Death Penalty: *Racial and Geographical Disparities in Death Sentencing. Gender & Society,* 20(5), 2006, pp. 609-627.

[22] S. Schram, The Death Penalty and Gender: A Feminist Critique of Abolition. *Canadian Journal of Law and Society /La Revue Canadienne Droit et Société,* 31(3), 2016, pp. 333-352.

[23] C. Wilson, Masculinities, the Death Penalty, and the Racial Politics of Masculinization. Signs: *Journal of Women in Culture and Society*, 40(4), 2014, pp. 875-901.

social issues have arguably described as the devastating means or method of punishment of crimes committed. Both children and mothers, or even the siblings, are all affected by the measures of capital punishment, and though it can arguably be said to sometimes conditionally be welcomed but generally speaking and following our line of argument on the three basic perspectives, which are the cultural, the religious and the moral, the idea of capital punishment should highly be erased, for it greatly causes more harm to the growth of the society rather than doing any good. Therefore, feminists' approach to the issue of capital punishment brings important perspectives and contributions to the discourse. Their analysis of gender disparities, intersectionality, critique of patriarchal systems, and advocacy for abolition and restorative justice are commendable. However, it is crucial to note that the flaws stated in this paper and many other flaws associated with their approach to this issue, have made the issue of justice a perennial problem in the feminist's world.

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