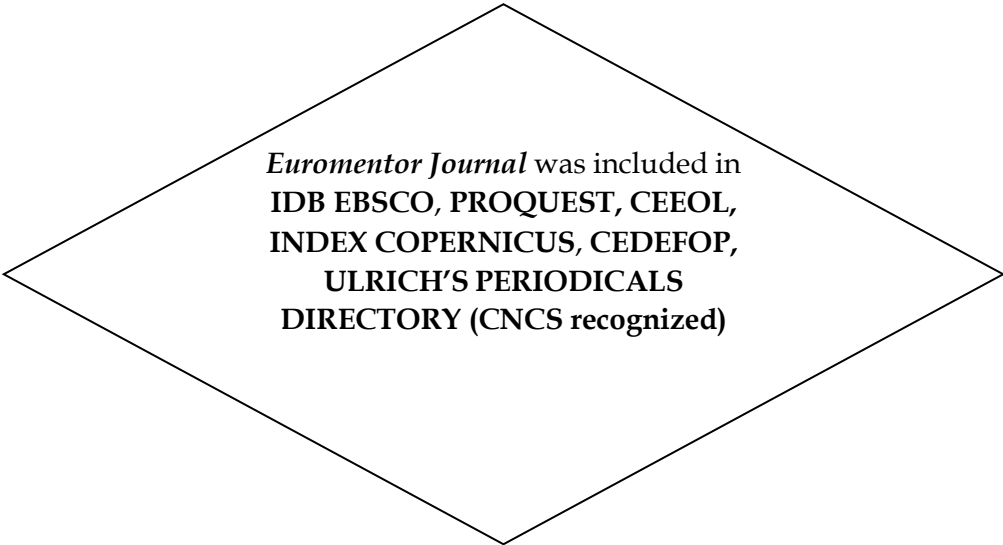


**EUROMENTOR JOURNAL
STUDIES ABOUT EDUCATION**

Volume XII, No. 2/June 2021

“Euromentor Journal” is published by “*Dimitrie Cantemir*”
Christian University.

Address: Splaiul Unirii no. 176, Bucharest
Phone: (021) - 330.79.00, 330.79.11, 330.79.14
Fax: (021) - 330.87.74
E-mail: euromentor.ucdc@yahoo.com



Euromentor Journal was included in
**IDB EBSCO, PROQUEST, CEEOL,
INDEX COPERNICUS, CEDEFOP,
ULRICH'S PERIODICALS
DIRECTORY (CNCS recognized)**

EUROMENTOR JOURNAL STUDIES ABOUT EDUCATION

Volume XII, No. 2/June 2021



ISSN 2068-780X

Every author is responsible for the originality of the article and that the text was not published previously.

CONTENTS

THE RELEVANCE OF A CONTRASTIVE APPROACH TO TEACHING JAPANESE AS A SECOND LANGUAGE	7
IULIA WANIEK	
ON THE TRANSLATION PRINCIPLES INVOLVED IN RENDERING ABSTRACT CONCEPTS IN THE JAPANESE VERSION OF "FIDES NO DŎXI"- A COMPARISON WITH THE SPANISH ORIGINAL	15
FLORIN POPESCU	
VIRTUAL EXPERIENCES IN TEACHING / LEARNING ROMANIAN AS A FOREIGN LANGUAGE	33
MIHAELA PRICOPE	
SUBJECTIVE AND STRUCTURAL BARRIERS IN THE LABOUR MARKET A RESEARCH ABOUT YOUTH EX-OFFENDERS	44
OANA-ANDREEA MURGEANU-MANOLACHE	
THE EFFICIENCY OF APPLICATION OF VARIOUS MODELS SUCH AS BLENDED LEARNING, FLIPPED LEARNING, CASE METHOD IN A PROFESSIONAL SPHERE IN FOREIGN LANGUAGE TEACHING	52
LIUDMYLA SHANAIEVA-TSYMBAL, NATALIYAMNYCH	
THE PROBLEM OF CLASSIFICATION OF DIGITAL LEARNING RESOURCES	65
OLENA BALALAEVA	
THE PROBLEM OF FORMATION OF FUTURE SPECIALISTS' HUMANISTIC ORIENTATION IN PEDAGOGICAL THEORY	79
OLENA SYROTINA	

INTEGRATIVE EDUCATIONAL ACTS IN THE STUDY OF LITERATURE	89
CRISTINA MIRELA NICOLAESCU	
GEORGE ORWELL'S BURMESE DAYS - LESSONS OF HISTORY.....	95
MEHMET ERTUĞ YAVUZ	
HISTORICAL ASPECTS OF THE PROBLEM OF FUTURE SPECIALISTS' SCIENTIFIC-RESEARCH CULTURE FORMATION: EASTEN EUROPE, RUSSIA, UKRAINE.....	103
VIKTORIYA TUSHEVA, ANATOLIY GUBA	
HOW CAN GOD BE KNOWN IN THE CONTEMPORARY WORLD?.....	126
ALEXANDRU GABRIEL NEGOIȚĂ	

THE RELEVANCE OF A CONTRASTIVE APPROACH TO TEACHING JAPANESE AS A SECOND LANGUAGE

IULIA WANIEK*

iulia.waniek@ucdc.ro

Abstract: *Contrastive analysis studies have a well-established relevance for the teaching of foreign languages, despite the various reworkings, pros and cons brought by researchers such as L. Selinker (1972) and W. Nemser (1971) regarding interlanguage, or C. James' error analysis theory. A teacher of foreign language is faced with many choices and questions in the various situations encountered in the classroom, that can only be solved through a process of trial and error. Selecting from this contrastive approach to language the elements that best fit one's classroom situation is beneficial. The present paper is an overview of our experience in using a contrastive Romanian to Japanese approach in teaching Japanese to Romanian university students and of what could be done from now on as research on error analysis for Romanian students or in the field of textbook creation.*

Keywords: *contrastive approach in language teaching, Japanese language, foreign language teaching.*

Introduction

The term contrastive study was first used by Benjamin Whorf in 1941 in the context of a non-historical comparative approach to language, as 'comparative linguistics' had been previously "consecrated" for the historical study of Indo-European languages. With the development of foreign languages teaching (especially English) on a large scale after the second World War it was believed that a comparison of the similarities between the learner's native language and the target language would ease the learning process and a contrastive approach came to be used in the pedagogical environment. In the 1950-ies Robert Lado formulated the Contrastive Analysis Hypothesis based in part on his own experience and family background. As an immigrant to the USA and a native speaker of Spanish, he observed the difficulties and interferences that native Spanish speakers had in learning English. His hypothesis states that "the student who comes in contact with a foreign language will find some features of it

* PhD., Associate Professor of Japanese at Dimitrie Cantemir Christian University, Bucharest, Romania.

quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of a foreign language with the native language of the student will know better what the real learning problems are and can better provide for teaching them.”¹ In his famous book – *Linguistics across Cultures* - Lado argued that we can “predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student.”² The student who comes in contact with a foreign language will naturally find those features that are similar to his native language quite easy to learn and others, that are different, extremely difficult. This formulation of the Contrastive Analysis Hypothesis was later criticised and called the strong version, while a weak version was also proposed³. There are many arguments in favor and against this hypothesis, based on linguistic experiments with learners of various languages, but the contrast language was always English. The studies were done with Japanese, Czech or Spanish learners of English, or English learners of Spanish, etc.⁴ Some of the most interesting recent studies were done on the basis of teaching Japanese to native English learners⁵.

1. Teaching Japanese to Romanian students

In the following paragraphs I will describe some of the insights I acquired teaching Japanese to native speakers of a European language of the Romance group, namely Romanian, at several universities in

¹ Robert Lado, *Linguistics across Cultures. Applied linguistics for language teachers*, Ann Arbor, University of Michigan Press, 1957, p. 2.

² Ibidem, p. vii.

³ Ronald Wardhaugh, “The Contrastive Analysis Hypothesis”, in *TESOL Quarterly*, Vol. 4. No. 2 (Jun. 1970), pp. 123-130.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, New York: Longman, 2000, p. 158.

⁵ Wesley M. Jacobsen, “Me ni mienai koozoo wa doo syuutoku sareru ka – gengokenkyuu no kanten kara mita gengo kyooiku (How are invisible structures acquired? – language education seen from the standpoint of linguistic research)”, in M. Tsutsui, O. Kamada, W. Jacobsen (eds.) *Nihongo kyooiku no atarasii tihei o hiraku – Makino Seiichi kyoozyu taikan kinen ronsyuu* (Opening new horizons in Japanese pedagogy – festschrift on the occasion of the retirement of Seiichi Makino), 2014, Tokyo, Hitsuji Shobo, pp. 3-20.

Bucharest, since 1986. The textbooks used over the years reflected the evolution of the approaches to language teaching of the great Japanese linguists that collaborated with Japan Foundation. The first textbook that was used in teaching Japanese in Romania was *Japanese for Today*, re-edited by Osaka University of Foreign Studies in 1977 (whose authors were coordinated by the distinguished linguist Teramura Hideo). We then moved on to a Romanian version of the Tokyo University of Foreign Studies' textbook for beginners, *Shokyū Nihongo*, which had translations/adaptations of the texts but no Romanian language explanations of *bunkei* and during the 1990-ies we switched to *Nihongo Shoho. Minna no Nihongo* and various other textbooks made in Japan were used during the 2000s together with native attempts at an original textbook for beginners/intermediate learners. Most of the textbooks that appeared in Romanian were not intended for academic use and the number of reprints does not show their efficiency so much as the lack of other resources. Analysing their structure and evolution so far, we can only conclude that Charles C. Fries' opinion that "the most effective [teaching] materials are those that are based upon a scientific description of the language to be learned, carefully compared with parallel description of the native language of the learner"⁶ is still the best guideline for creating a good textbook, albeit for Japanese.

2. Discussion of the contrastive approach relevance for teaching Japanese

Most of the textbooks used and the native lecturers sent by Japan Foundation or other organizations employ direct teaching methods to teach situational Japanese, which are very efficient until the intermediate or pre-intermediate level. From there on, teaching materials that involve translation and a contrastive approach are much more efficient and appreciated by learners.

A strong support for using direct teaching methods is Stephen Krashen and Tracy Terrell's *natural approach* theory which advocates the exposure of learners to natural language data in order to encourage the inductive, spontaneous development of grammar within the learners, rather than an overt teaching of grammar. The above-mentioned two professors' book, *The Natural Approach. Language Acquisition in the*

⁶ Charles C. Fries, *Teaching and Learning English as a Foreign Language*, Ann Arbor: University of Michigan Press, 1945, p. 9, cited by G. Powell, p. 1.

*Classroom*⁷ is still a valuable instrument for designing a curriculum and works well with integrating contrastive approaches too.

It is the applied version of contrastive studies of language that is useful for the teacher of foreign languages. The applied contrastive studies observe how a universal linguistic category X “realized in language A as Y, is rendered in language B” and what are the possible consequences for a field of application. They also identify “probable areas of difficulty in another language where, for example, a given category is not represented in the surface and interference is likely to occur”⁸. These linguistic categories that are not represented in the surface in the learner’s native language but are linguistically marked in the target language will give him a lot of trouble to master.

Most textbooks and other materials and approaches to teaching are based on some implicit choices such as the kind of language input used: whether to present data in its natural, unmodified form, in native contexts, or to give modified texts to match the level of the learner? Textbooks made by Japanese teachers introduce the grammatical structures – *bunkei* – in a certain order, using certain situational patterns formalized according to the rules of Japanese society, that are not always interesting for young learners attracted to Japanese by anime and manga. They also adopt the position not to teach the grammatical structures overtly. On the other hand, a non-native teacher who uses the contrastive approach and an overt grammar teaching approach may prefer another order for presenting the grammar structures. Here again, Krashen’s natural order hypothesis opens an interesting road for research on contrastive studies of Romanian and Japanese.

My own experience with Romanian students has shown me that for adults with a minimal background in grammar, explicit instruction of linguistic structure is both desired by students and effective. Because Romanian, my students’ first language, differs from Japanese in typological characteristics such as basic word order (subject-object-verb in Japanese vs. subject-verb-object in Romanian), a discussion about Greenberg’s language universals and the hierarchical structure of Japanese

⁷ First published in 1983, reference edition by Prentice Hall ELT, London & New York, 1998.

⁸ Jacek Fisiak, *Contrastive Linguistics and the Language Teacher*, Oxford: Pergamon Press, 1981, p. 3.

comes in handy when teaching subordinate clauses and translation skills for the complex sentences of formal language.

Regarding word order awareness in learning Japanese, previous studies do not seem to have found particularly relevant in the efficiency of teaching, but all teachers of Japanese to native speakers of romance languages know that these have difficulties in producing the correct word order in their production of Japanese, at least in the beginning. This is because romance languages have a strict Verb-Object/determined-determiner order. Researchers (Dulay, Burt and Krashen, for example) sometimes come to contradictory conclusions, for example, either that "... present research results suggest that the major impact the first language has on second language acquisition may have to do with accent, not with grammar or syntax"⁹. Or, "Once again, there is evidence and counter evidence of transfer in studies related to word order. Studies have focused on whether, for example, SVO L1s carry this pattern over into the L2. Rutherford (1983) suggested that Japanese learners did not use their L1 SOV in learning English."¹⁰ This shortcoming in their approach is because their experience is based on teaching English to natives of SOV or other types of languages. Romanian students of Japanese transfer their native SVO order into Japanese, at least during the initial stage, especially in structures involving noun modifiers (that can be adjectives or other nouns). As the adjective/attribute is placed in Romanian after the noun it modifies, students transfer this order into Japanese during the first weeks or months of study.

Word order mistakes are easily corrected in the first months of study because word order is a very visible pattern, but there are other aspects of language structure that some scholars call invisible linguistic structures which are very easily mistakable. It is very important to make an explicit comparison between L1 and the target language of the learners so that they may understand and use these structures correctly. Such is the information structure in Japanese, expressed in the use of particles *wa* and *ga*. The correct use of these two particles is difficult for most learners of Japanese, but for speakers of Romanian (and English) some clarification can be gained from the comparison with the use of definite and indefinite

⁹ Heidi C. Dulay, Marina K. Burt, and Stephen D. Krashen, *Language Two*. New York: Oxford University Press, 1982, p. 96.

¹⁰ G. Powell, 'What is the Role of Transfer in Interlanguage'. Department of Linguistics and Modern English Language, Lancaster University. 26 Dec. 2007, accessed on 23 of June, 2021 at Microsoft Word - EHCrile.doc (snnu.net), p. 14.

articles. *Ga* is a case particle that marks the subject of a sentence while *wa* is a focus particle that marks the topic of the sentence, known from the previous context or puts in contrast two nouns. In certain contexts, in narration, *wa* marks the known and *ga* the new information in a very clear way.

Both Japanese and Romanian have ways of marking old information shared by speaker and hearer, versus new information that is acquired in the discourse. In Japanese *wa* is used to mark the topic of sentence/discourse, which is the old information already known by the participants in communication. Romanian does not have a grammaticalized topic marker but the definite article (which is lacking in Japanese) has this function. Conversely, in Japanese new information is marked by *ga* if it is the subject of the sentence, and in Romanian this is the function of the indefinite article. Although this kind of explanation does not cover all the four uses given by Kuno Susumu to these particles (topic and contrast for *wa*, neutral description and exhaustive listing for *ga*¹¹), it does offer some clearing to students, at least for the cases when they narrate their experiences.

These are some of the promising directions for the use of contrastive approach when teaching grammar structures, but lexicology also poses problems, especially when translation is used as a method of learning/teaching. Apart from untranslatable, culture-specific concepts and words which pose problems in the initial stages of learning, there are subtle differences between Romanian and Japanese vocabulary because the contents of two different languages “are not in a 1:1 relation, and not even in a ‘rational’ relation of the type 1:2 (respectively 1:3, 1:4 et caetera), as in the case of ... engl. *to know* – fr. *savoir/connaitre*.... certain contents of the language A correspond only partially to language B, which in its turn has other correspondents in language A, etc.”¹².

Between Romanian and Japanese there is an almost systematic relation of correspondence of the type 1:2 or 1:3, namely to one Romanian verb there correspond 2 or even 3 Japanese verbs, of which one has a concrete meaning and the other(s) are used with more abstract meanings. For example, to Romanian *a pierde* (to lose), correspond Japanese *nakusu*

¹¹ Susumu Kuno, *The Structure of Japanese*, Cambridge, Massachusetts: MIT Press, 1973.

¹² Eugeniu Coseriu, “Problematica teoriei traducerii” (“Falsche und richtige Fragestellungen in der Übersetzungstheorie”), in *Analele Stiintifice ale Universitatii din Iasi*, vol. III-IV (2000-2001), pp. 7-21, p. 9.

(to lose an object, like keys, money), and *ushinau* (to lose time). It is, therefore, very useful to explain to students that Japanese is a very high context language, where particular expressions exist for each context of a word. Where Romanian or English have only one word for “life” in all its contexts and manifestations, Japanese has different lexical units or compounds: for life force/living (*seimei, inochi*), for social life (*seikatsu*), for life perceived as a career/course (*shōgai*), and the list can continue.

Other interesting aspects of the analysis of mistakes or other aspects to correct or follow in language teaching and learning are communication strategies used by learners and the psychological or cultural aspects involved in learning. Brown (2000) deals extensively with these aspects, presenting the results of many experiments done in the field. One can discuss syntactic, lexical or other types of avoidance that resort to for fear of committing errors. Personality traits can cause errors, for example a person with high self-esteem may be willing to risk more errors, in the interest of communication, since he does not feel as threatened by committing errors as a person with lower self-esteem. A tendency of Japanese language learners that I have often observed, and which probably comes from their style of memorization learning, is what Brown calls “prefabricated patterns” - memorized phrases or sentences, where the learner usually doesn't understand the components of the phrase. However, such patterns enable learners to express functions which they are yet unable to construct from their linguistic system, which may be a good thing. Romanian students though, do not tend to use such prefabricated patterns and prefer to struggle with the structures or avoid what they are not sure of.

Conclusions

The above-mentioned aspects are just a tip of the iceberg of what we might call the possibilities of a field where little applied research has been done so far. Error analysis based on the translation, or on *sakubun*/composition home-works done by our students is a promising research area yet unexplored. Textbooks or other teaching materials that are based on a comparison of Romanian and Japanese, or that explain the linguistic structure from a Romanian’s point of view are not easy to make when the market is full of wonderful textbooks made in Japan, yet they would represent a good addition to what is already. As the number of venues where Japanese is taught in Romania has constantly increased in recent years, research in this area has promising perspectives.

REFERENCES

Brown, H. Douglas, (2000), *Principles of Language Learning and Teaching*, 4th edition, New York, Longman.

Coseriu, Eugeniu, (2001), "Problematica teoriei traducerii" ("Falsche und richtige Fragestellungen in der Übersetzungstheorie"), in *Analele Stiintifice ale Universitatii din Iasi*, vol. III-IV (2000-2001), pp. 7-21.

Dulay, Heidi C., Marina K. Burt, and Stephen D. Krashen, (1982), *Language Two*. New York: Oxford University Press.

Fisiak, Jacek, (1981), *Contrastive Linguistics and the Language Teacher*. New York/Oxford: Pergamon Press.

Jacobsen, Wesley M. (2014), "Me ni mienai koozoo wa doo syuutoku sareru ka – gengokenkyuu no kanten kara mita gengo kyooiku (How are invisible structures acquired? – language education seen from the standpoint of linguistic research)", in M. Tsutsui, O. Kamada, W. Jacobsen (eds.) *Nihongo kyooiku no atarasii tihei o hiraku – Makino Seiichi kyoozyu taikan kinen ronsyuu*, Tokyo, Hitsuji Shobo.

James, Carl, (1998), *Errors in Language Learning and Use*, London: Longman.

Krashen, Stephen, Tracy Terrell, (1998), *The Natural Approach. Language Acquisition in the Classroom*, London&New York, Prentice Hall ELT.

Kuno, Susumu, (1973), *The Structure of Japanese*, Cambridge, Massachusetts: MIT Press.

Lado, Robert, (1957), *Linguistics across Cultures. Applied linguistics for language teachers*, Ann Arbor, University of Michigan Press.

McLaughlin, Barry, (1987), *Theories of Second Language Learning*. London: Edward Arnold Publishers Ltd.

Nemser, William, (1971), Approximative Systems of Foreign Language Learners, *International Review of Applied Linguistics in Language Teaching*, No. 9, (115-123).

Powell, Geraint, (2007), 'What is the Role of Transfer in Interlanguage'. Department of Linguistics and Modern English Language, Lancaster University. Selinker, Larry, (1972), *International Review of Applied Linguistics in Language Teaching*, No. 10:3 (209-231).

Wardhaugh, Ronald, (1970), "The Contrastive Analysis Hypothesis", in *TESOL Quarterly*, Vol. 4. No. 2 (Jun. 1970), pp. 123-130.

ON THE TRANSLATION PRINCIPLES INVOLVED IN RENDERING ABSTRACT CONCEPTS IN THE JAPANESE VERSION OF “FIDES NO DŌXI”- A COMPARISON WITH THE SPANISH ORIGINAL

FLORIN POPESCU*

florin.manabu@outlook.com

Abstract: *This paper discusses the translated equivalents of two terms (infinito and perfecto) by doing comparison of “Fides no Dōxi” with its original work by Luis de Granada in Spanish. The terms reflected into the Japanese text were grouped by types as literal translation, translation into a superlative etc, then they were further classified from the point of view of the concepts modified by the words (God, God’s virtues, people, things). The results pointed out to a firmly unified translation principle to use the most literal translations in phrases speaking of God or Jesus and looser translations (done with more rhetorical consideration) for less godly matters.*

Keywords: *Literal translation, free translation, Fides no Dōxi, Luis de Granada, Amacusa Jesuit Company.*

Introduction

“Fides no Dōxi”¹ was printed in 1592 in the College of Amacusa of the Jesuit Company, using Latin characters to write down Japanese text. A copy of this book stored in the library of the University of Leiden was introduced by prof. Suzuki Hiroshi to Japan in a printed facsimile.

The book (called below “the Japanese edition”) is written in Latin characters using the standard transcription system of the Jesuits in Japan², and it is evidently a translation of the fifth part of a larger book called *Introduccion del simbolo de la Fe* by Louis of Granada, which was first published in 1582 by the publisher Herederos de Matias Gast in Salamanca, Spain. The original is an extensive four-tome work, which was

* Florin Popescu obtained his PhD in Japanese Philology at the University of Kyoto and is an independent translator and researcher, also associated with the Center for Martial Arts and Oriental Culture at the University of Bucharest.

¹ Re-transcriptable in Japanese as ヒイデスの導師 (“A Guide of Faith”).

² The system is detailed in many works. A table is available in Obara, Satoru, “Fides no Doxi”, in *Kirishitan Literary Series*, Kyobunkan, Tokyo, 1995.

reprinted by the same publisher in 1584, being added a summary of the four tomes, called *Compendio de la Introduccion del simbolo de la Fe*.

Months before the death of Louis of Granada in 1588, a new complete edition was published by Cornello Bonardo in Salamanca, with its summary figuring as “Quinta Parte de la ...”, which is the book that is used in this work as “the Spanish version”. A comparison reveals minor aspects that were reorganized. In addition, according to Chevillier quoted by Satow³, there are an Italian translation and a Latin translation which were published in Venice, Italy in 1587.

This essay presents a part of the results of the comparison work between the Spanish version and the Japanese version, made with the purpose to reveal the quality level of the translation work. The comparison work for this essay was based on a copy of the 1585 edition, the results being confronted with a digital facsimile of the 1588 edition by Cornello Bonardo.

It is not perfectly clear which of the editions printed in Europe could stand as the original of the Japanese translation we are analysing, although variations between 1585 and 1588 editions printed in Spain are minimal. Still, the present investigation and analysis was based on similarities rather than on differences in order to reduce incertitude.

At the beginning of the Japanese text there is a foreword bearing the name “Docuju no fito ni taixite josu” (読誦の人に対して序す- "Foreword for the people who read"). This introduction looks like a short explanatory excerpt written on a couple of pages from the content of the much longer introduction called *Al Cristiano Lector* (“to Christian readers”) in the original version. Toward its end there is the text below, which treats the principles of translation that were used, authored by Pero Ramon.

*Catçũ ua core ataraxiqu cono cuni ye tocai no Padre, Irmam cono xo no tayori vomotte Nippon no cotoba uo narauaru beqi tame, catçũ ua cono xo no cotouari uo taxxite mina fito vaqimayen tame nareba, cobitaru cotoba uo nozoqi, xeua ni tçuzzurite voqu mono nari.*⁴

(transliteration in Japanese) かつうはこれ新しくこの国へ渡海のパデレ、イルマンこの書の便りをもって日本の言葉を習はるべきため、かつうはこの書の理を達して皆人に弁へんためなれば、媚たる言葉を除き、世話に綴りておくものなり。

³ Satow, E.M., *The Jesuit Mission Press in Japan*, Private Edition, 1888.

⁴ Luis de Granada „Fides no doxi”, translated by Pero Ramon, *Jesus no Companhia no Collegio Amacusa*, 1592, page A3.

(translation) This work was compiled into colloquial language, avoiding pretentious⁵ words, with the purpose that on one hand the *Padres* and *Irmans* who newly came across the sea may learn the language of Japan using this text, and on the other hand that all people can understand well this work's reasoning.

The word *cobitaru* ("pretentious") stands at the center of the text, in opposition with "colloquial language". The categories of readers are rather clearly pointed at, as being foreign priests and brothers on one hand, and Japanese people on the other hand.

By making a simple confrontation with other texts written in colloquial language at that time, *Shōmono* (course excerpts written by Buddhist monks) can be considered as most similar, as they deal with cutting-edge concepts, which are presented as terms and explained in more extensive paraphrases or examples.

What could be then the meaning of this text at the end of the foreword? Can it be understood as an excuse for a translation that is not accurate enough, or not being written in a literary Japanese style, given the categories of readers to whom it is intended?

As for the time being no edition printed in Europe has been determined to be the exact original of the Japanese edition, this short essay intends to investigate two of the most commonly used abstract concepts in Luis de Granada's original work, that is *infinito* and *perfecto*. Both of the terms occur in around seventy places, so that considerations should reach at least to a statistical conclusion.

Bearing in mind the above-quoted colloquial style that was used, meaning that paraphrases may be used for concepts, all the terms in each paradigm (*infinito*, *infinidad*, *infinitamente*, *cuasi infinito*) shall be considered in this work.

Chapter 1 Translation of "infinito" and its derivatives from the Spanish version

The definitions of *infinito* in the Latin-Lusitanic-Japanese dictionary, printed 3 years later in the same Typography in Amacusa are as below.

Infinitas, atis. Lus. Infinidadade, perpetuidade. Iap. Muxi, mujū, fajime, vouari naqiuo yū.

⁵ The meaning of the term 媚たる, *cobitaru*, was discussed in an essay, being deemed as "pretentious".

Infinite, adu. Lus. Infinitamente. Iap. Vouarimo naqu.
Infinitus, a, um. Lus. Infiridade. Iap. Vouarinaqi cotouo yŭ, cazu, caguirimo
*naqi cotouo yŭ.*⁶

1.1. Corresponding terms in the Japanese edition

The table below shows the corresponding terms or phrases for “infinito” paradigm in the original Spanish text and in the Japanese version.

Similar expressions are considered regardless of their grammatical form, such as conjunctive form perfect form, or respect expressions.

Table 1. Translations of "infinito" into Japanese

Nr.	Page (in Japanese version)	Number of examples	Corresponding expression	Expression meaning
1	074, 074, 076, 076, 076, 076, 101, 103, 363, 386, 386, 402, 436, 458, 470, 609, 223, 386, 401, 401, 403, 403, 404, 398, 401, 434, 558, 609	28	muryō 無量の, facari naqi 量り無き	Immeasurable
2	038, 076, 076, 213, 263, 321, 572, 332, 374, 355, 399	11	No specific translation	-
3	005, 100, 170, 568	4	Fajime uouari naqu (maximasazu) 始め終わりましまさず	Has no end and no beginning
4	401, 403, 457	3	Infinito (followed by a defining phrase)	As it is (Latin transcription) + definition
5	104, 476	2	Infinito	Infinito (As it is)
6	070, 148	2	Cazu caguiri naqi 数限りなき	Unlimited in number
7	148	1	Cazu vouoqi coto 数多きこと	Great number

⁶ *Dictionarum Latinus-Lusitanicus-Japonicus*, Amacusa College of the Company of Jesus, 1595, p. 272.

8	171	2	Caguiri naqu 限りなく	Endlessly
9	199, 235	2	Cazu, cazucazu 数、数々	Number, numbers of
10	403, 457	2	Saijō no 最上の	The highest
11	070, 330	1	Banji 万事	Everything
12	330	1	Banmin 万民	Everyone
13	321	1	Sūmancan 数万巻	Tens of thousands of volumes
14	557	1	sūmannin 数万人	Tens of thousands of people
15	039	1	Cazu no xiranu 数の知らぬ	Unknown number
16	074,076	2	core これ	(replaced by pronoun)
17	094	1	Samazama さまざま	Various
18	095	1	Michimichitaru みちみちたる	Plenty of
19	410	1	Jiji coccocu 時々刻々	Hour by hour, minute by minute
20	125	1	Vocasu hodono (toga) 犯すほどの (咎)	Every sin that could be committed
21	170	1	Fodorai uo xian suru 程らいを思案する	We're bound to fathom the degree...
22	349	1	Cafodo no cazu かほどの数	Such a number
23	380	1	Cafodo xitaru michi naxi かほどしたる道なし	No way to do such...
24	048, 412	2	Icafodo no cotozo いかほどのことぞ(+ rhetorical comparison)	(Can you imagine) how much...?

25	426	1	Mufen no 無辺の	Sideless
	Total occurrences	74		

There are 74 examples of "infinito", which are reflected by 25 types of expressions.

1.2. Classification of translated expressions

The corresponding phrases can be classified in the following types:

i. Literal translation as a concept

The terms as *muryō* (*facari naqi*), *mufen*, *caguirri naqu*, *fajime uouari naqu* can be considered to reflect the concept of "infinito" by terms that copy its etymological components (that is, "without limits", or "without end"). In this respect *muryō*, *mufen* are terms originating in Chinese, belonging to written language, while *caguirri naqu*, or *fajime uouari naqu* are terms constructed in Japanese grammar.

(example 1)

Mas si me decís que [esto movedor] tiene otro superior, [de quien depende cuanto al ser y quanto á la virtud del mover,] de ése superior haré la misma pregunta que del inferior: y procediendo en este discurso, ó se ha de dar proceso en infinito (lo cual es imposible).⁷

Coconi mata fito atte cono vgocaxite no vye nimo mata vgocaxite aru bexi to iuaba, sore rinye nari: Yuyeuá, sono gotoqu ronji yucaba, tçui ni uouaru to yū coto aru becarazu: uouari naqumba, fajime mo aru becarazu.⁸ (ゆへは、その如く論じゆかば、遂に終わるといふことあるべからず：終わりなくんば、始めもあるべからず。)

(translation) If anybody says that there should be other mover on top of this mover, this is (as) a cycle of reincarnations: since such a discourse would have no end, and if it has no end, it shouldn't have a beginning.

ii. Direct translation using numbers

Translation using numbers, such as *banmin*, *banji*, which contain "ban", assimilable to "myriad", or *cazu uo xiranu* (unknown number), *cazucazu* (multitude) and can also be considered a direct translation.

⁷ Luis de Granada *Quinta parte de la Introduction del symbolo de la Fe*, Cornellio Bonardo, Salamanca, 1588, p. 42.

⁸ „Fides no Doxi”, p. 5.

iii. Translation as a superlative adjective phrase

Several translations, as *saijō no* (highest), *michimichitaru* (fully) or *samazama* (various) can be considered superlative adjectives, whether analytic or synthetic.

The expressions using *cafodo* (in such extent), or *icafodo* (what an extent) can also be considered as relative superlative phrases of an exclamative structure meaning “unparalleled”.

(example 2)

[El sol] (...) *en espacio de un día natural da una vuelta á todo el cielo, que es un espacio cuasi infinito, y luego á la mañana amanece en el mismo lugar para volver á la misma carrera.* (p.36)

(...) *nichirin ua jũ nitoqi no aida ni ten uo meguri, mata moto no tocoro ni cayeru mono nari. Cono aida ua icafodono touosa zoto yũni, sarani gongoni voyobanu gui nari.*(p.48)

(translation) (...) the sun goes around the sky in 12 hours and returns again to the same place. If anyone asks about the remoteness of this space, it is something utterly inexpressible in words.

iv. Absence of translation

There are 11 cases in which no translation is provided for “infinito”.

(example 3)

(Spanish) *Porque claro está que no crió él este mundo para sí, pues por infinitos siglos estuvo sin él antes que lo criase, y no menos glorioso y bienaventurado que lo está agora.* (p. 30)

(Japanese) *mazzu cono tenchi uoba vonmi no tame ni tçucuri tamauazu, sono xôco ni ua, tenchi uo go gosacu naserenu yjen yori, moromoro no tanoximi jũman no von aruji nite maximaxeba nari.* (p. 38)

(translation) He (God) didn't create the world for himself. The proof is that before he created the world, he had been the master of all the glories.

No translation is here provided for *infinitos siglos* (infinite centuries).

The absence of a translation of “infinite” may be specifically linked with its position in a secondary discourse, where it could affect the balance of the phrase given its bombastic nuance in the original work.

(example 4)

(...) *la vida de los que de sean llegar á la perfección (...) finalmente es una perpetua cruz en que habemos de crucificar todos nuestros sentidos y apetitos, que son cuasi infinitos.* (p. 352)

Cono Perfeičam on naguequ fito ua (...) Ficqïö cono rivn uo firacan ga tameni, xiqixin no mñnen mörïo tomo ni xiccai Cruz ni caqete forobosu coto moppara nari. (p. 545)

(translation) People to aspire to this Perfection (...) can eventually reach it only by crucifying each and every emotion and thought of the flesh in order to succeed.

Again, no translation is present for *cuasi-infinito*, referring to the number of (carnal) sensations and appetites. The word *xiccai*, which is present to reflect „todos” might have been considered enough to point out the discourse.

The substitution of „infinite” by a pronoun (*coreni*) on page 74 should be also considered within this category, as it points to the same term that was already repeated twice in the same utterance.

(example 5)

(...) *y porque su grandeza es infinita, así se le debe amor y reverencia y honra infinita; y por consiguiente, todo lo que le falta para ser infinita, tiene menos de lo que su grandeza merece.* (p.51)

Deus ua facari maximasanu sontai nareba, facari naqi vyamai vomotte saixi tatematçuru coto fony nari. Core ni fusocu aru nivoite ua, fusöuô no von vyamai narito cocoroyeyo. (p.74)

(translation) Since God is an infinite worshipped entity, He must be celebrated with infinite worship.

v. Translation by repetitive expressions

The translations by *samazama*, *michimichitaru*, *jiji coccocu*, can be considered separately as they are commonly used to point to plural nouns.

vi. Transcription of the term as it is

(example 6)

Y esto nos representan (...), para dar á entender que ninguna criatura, por altísima que sea, conoce á Dios de cabo á cabo, por ser él incomprehensible é infinito. (p. 66)

Core bet ni arazu, tada icanaru gosacu no mono nari tomo Deus no von coto uo nocorazu funbet suru coto canauazaru to yŷ coto uo arauasu Figura nari. Deus ua Infinito nite maximaxeba nari. (p. 104)

Table 2. Corresponding “phrases” by types

Order number	Term that is the core of translated expression	Number of examples
1	Muryö, facari naqi	28
2	Mufen, saiguen naqi, cazu caguiri naqi	4
3	Fajime uouari naqi	4
4	Banji, banmin	4
5	Cazu no xiranu	1
6	Cazu, cazucazu, cazu vouoqi	4
7	icafodo + comparative expression, how much ~	6
8	Saijö no	2
9	Michimichitaru	1
10	Samazama	1
11	Jiji coccocu	1
12	As it is (infinito)	5
13	Core (pronoun)	2
14	No translation	11

1.3 The relationship between translated phrase and its subject

Table 3 confirms the relationship between the phrase used to translate “infinito” and its subject, or phrase or word that it modifies.

Looking at each example, *infinito* modifies the following categories of phrases.

1. Deus (...) infinito
2. El amor infinito de Deus
3. infinitos martirios
4. infinitos (infinidad) de hombres
5. infinitos... peccados, miserias
6. espacio... infinito
7. proceso etc.

Table 3. Relationship between the reflection method of infinito and its subject

Infinito	Subject	Number of examples	Number in class
Fajime uouari naqi	God	3	35
Muryö, facari naqi	God’s nature	26	

mufen	God's nature	1	
Saiguen naqi	God's nature	2	
Facari naqi	Number of martyrs	1	
Facari naqi	Toga (sins)	1	
<u>Uouari aru becarazu</u>	Things (logical discourse)	1	
Cazu vouoqi	Jennin (good Christians)	1	10
Cazu	Number of martyrs	1	
Cazzu no xiranu	People	1	
Cazu, cazucazuno	People	1	
Banmin	People	2	
Cazu caguri naqi	Fish in the sea, People	2	
Sūmancan, banji	Things	2	
Saijō no	God's virtues	2	6
Fodorai uo xian suru	God's love	1	
Icafodono cotozo	Christ's kindness	1	
Cafodo xitaru michi naxi	Christian church	1	
Vocasu fodo no	Toga (sins)	1	
samazama	Things	1	
Michimichi taru	Difficulties	1	3
Jiji coccocu	Necessities and miseries	1	
Core (pronoun)	Vyamai (reverence), taixet (amor)	2	15
No specific translation	People	2	
No specific translation	Things (amor etc)	11	
Infinito	God, Jesus	2	
Infinito + definition	God's virtues	3	5

A correlation between the type of translation and the phrase modified can be obtained by corroborating Table 3 with Table 4.

Table 4. Relationship between sentence subject and expression type

Modifier of "infinite"	Type of expression				No translatio, pronoun	Original language
	Literal translation	Translation (numbers)	Superlative	Repetitive		
God (Deus or Christ)	3					2

Modifier of	Type of expression					
God's nature	30		4			3
Martyrs, Christianity	1	2	1		2	
People (number)		5			2	
Things (number)	1	3	1	3	11	
Subtotal	35	10	6	3	15	5

From Table 4 above, it can be seen that the direct translation missing cases occur regardless of the subject. This suggests that efforts have been made to reflect rhetorically the worshipping bombastic discourse on Christianity present throughout the original work.

Now, looking at the remaining four types, a clear tendency can be confirmed.

1. Transcription as it is ("infinito") appears exclusively in cases in which God is directly modified by a term belonging to the paradigm of "infinito" (together with a small number of direct lexical translations).

2. Direct lexical translations are mostly present in cases in which "infinito" modifies a virtue of God's (love, kindness etc.), together with a relatively small number of superlative forms).

3. Superlatives are used to modify virtues of God, numbers of martyrs, or benefits of the Christianity, and are also used for people.

4. Words made from repetitive structures are used as modifiers of people and objects.

5. Phrases in which "infinito" is not reflected in any specific way refer to people and objects.

Chapter 2 The translation of "Perfecto" and of its paradigm

In order to confirm the above observations, similar considerations shall be made about the term "perfecto".

The definitions of "perfecto" in the Latin-Lusitanic-Japanese dictionary are as following:

Perfectio, onis. Lus. Perfeiçaõ, ou remate. Iap. Jõju suru, tassuru mono.

Perfectus, a, um. Lus. Cousa acabada, perfeita. Iap. Jõju xitaru coto, taxxitaru coto.⁹

⁹ Ibidem, p. 567.

The following table contains the translation of the term "Perfecto" ("perfect") and of the other terms of its paradigm, such as "perfectissimo" as well as the corresponding noun "perfeccion".

2.1. Corresponding terms in the Japanese edition

Table 5. Translated expression of " perfecto "

Nr.	Page in Japanese version	Perfecto	Number of examples
1	(perfecciones)	Jentocu, jen (善徳、善)	21
2	23, 75, 79, 171, 194, 437, 469, 482, 483, 485, 513, 514, 543, 543	Taxxite 達して, taxxitaru 達したる, taxxitaru coto 達したること	14
3	078, 100, 100, 110, 138, 143, 145, 359, 517, 545	No specific translation	10
4	110, 543, 543, 543	As it is (perfeçam)	4
5	29, 100	Cafodo sugurete, nao sugurete (かほど優れて、猶優れて)	2
6	134, 171	Suguretaru tocoro, suguretaru coto(優れたるところ、優れたること)	2
7	409, 409	Yoqi (良き)	2
8	345, 515	Daiichi suguretaru(第一優れたる)	2
9	168	Xinjit no (真実の)	1
10	216	Busō no (無双の)	1
11	231 (mas perfectamente)	Naonao (猶々)	1
12	35	midarezu xite (乱れずして)	1
13	400 (En summo grado de perfeccion)	Koto ni sugurete (殊に優れて)	1
14	504	Sugurete (優れて)	1
15	143	Saijō no (最上の)	1
16	406	Chōjōno (頂上の)	1
17	296 (summamente perfecto)	Perfectissimo+定義	1
18	469	Taxxite perfectissimo	1
	Number of examples		71

There are 71 examples of *perfecto* and its paradigm in the original text. *Perfecto* is mainly used to describe God's plan, God's excellent nature, the Christian church, and the nature created by God in the original text.

The translation method has the following characteristics:

The noun *perfeccion* and its plural form *perfecciones* have clearly different approaches with regard to their translation.

The singular form of *perfeccion* is translated into various expressions very similar to the adjective *perfecto*, and is sometimes reflected as the main word in the Portuguese word *perfeçam*, while the plural form "perfecciones", basically used only as God's glorious features, is translated into *jen* ("good") and *jentocu* ("beneficent virtue").

2.2. Classification of translated expressions

Translated expressions can be classified as following:

i. Literal translation of the concept

The terms using "taxxitaru" (reached to a high level) or "midarezu xite" (without disorder) can be considered direct translations of the term "perfect". The terms "jen" and "jentocu" (kindness and respectively good virtue) are specifically used to reflect the term "perfecciones" in the original text with regard to God's virtues.

These translations can be considered as direct translations.

ii. Translation into a superlative expression

Expressions like *sugurete*, *saijō*, *chōjō*, *busō* no might be considered as rather translations for "supreme" or "ultimate" than literal translations.

iii. Other free translations

Yoqi and *xinjitno* are free translations of the adjective "perfecto" in context. *Yoqi* is present in two adjacent phrases, speaking both about Jesus Christ as the perfect mediator between God and the people of this world.

(example 7)

... nos proveyó el Padre eterno de un perfectísimo reconciliador (en Jesu Cristo) (p. 266)

(Iesu Christo) yoqi nacadachi to nari tamō mono nari. (p.409)

(translation) Jesus Christo makes the good mediator.

Here, *yoqi* ("good") can be translated back as "perfect" rather naturally, due to the singularity of Jesus Christ. On the other hand, looking from the Japanese side, "nacadachi" (mediator) doesn't accept many adjectives given the context of "mediator between God and us". A literal translation such as *taxxitaru*, or a superlative might give doubt of a relative perfection of Jesus Christ against God. Therefore, the use of *yoqi*

can be considered a free translation meant to match the context.

iv. No specific translation

There are various translations in the text praising the true goodness of God's plan, and it can be said that it falls into the category of rhetorical expressions suitable for each context as in the case of *infinito*.

v. As it is

As for the cases reflected in Japanese as they are, the “perfecto” paradigm is actually reflected as *perfeçam* and *perfectissimo*, first in Portuguese and second arguably in Latin.

This kind of reflection using either Portuguese or Latin was already taken account of in a previous essay about *Compendium Catholicae Veritatis*.

Table 6 groups the classification of reflected expressions by the above categories.

Table 6. Classification by core term

Type	Core term for <i>Perfecto</i>	Type of reflection	Number of examples
1	Taxxite, taxxitaru	Literal translation	14
2	Jen, jentocu	Literal translation	21
4	midarezu xite	Literal translation	1
5	Chōjō no, saijō no	Superlative	2
6	Busō no	Superlative	1
7	sugurete	Superlative	8
8	xinjitno	Free translation	1
9	yoqi	Free translation	2
10	No specific translation	No specific translation	10
11	Perfeçam, perfectissimo	As it is	6
Total			

2.3. Relationship between translation method and its subject

Table 7 points out to the relationship between the reflection method of *perfecto* and the subject.

Table 7. Relationship between the reflection method of *perfecto* and the subject

Perfecto	Translation type	Subject	Number of examples

Taxxite, taxxitaru	Concept	God, Jesus, God Father	5
Jen, jentocu	Concept	God's virtue	21
Taxxite, taxxitaru	Concept	God's kindness, blessing	4
Taxxite, taxxitaru	Concept	Evangel, Christian rule	5
midarezu xite	Concept	The World	1
Chöjō no, saijō no	Superlative	God's nature, Providence	2
busō	Superlative	Jesus Christ's nature	1
sugurete	Superlative	God's plan	1
Daiichi sugurete, cotoni sugurete	Superlative	Christian rule	5
Suguretaru tocoro, suguretaru coto	Superlative	Christian faith	4
Xinjit no	Free translation	Christianity	1
yoqi	Free translation	Mediator (about Jesus)	2
No specific translation	-	Natural world	5
No specific translation	-	Nature	4
No specific translation	-	Things in the nature	1
Perfeičam, Perfectissimo	As it is	God, Jesus	6
Total number			

Table 8. Relationship between sentence subject and expression type

Type number	Subject	Type of expression				
		Literal translation	Superlative	Free translation	No specific translation	As it is
1	God	5				6
2	God's virtues, God's plan	25	4	2		
3	Christian church, faith	5	9	1		
4	Nature,	1	3		10	

Type	Subject	Type of expression				
	characteristics of nature					
subtotal		42	10	14	11	6

The classification according to *Table 8* might be considered not to point out to a hierarchy as clearly as in the situation of *infinito*. Still, a similar trend is observable.

Conclusions

Both of the abstract concepts *infinito* and *perfecto* that are considered in this article are superlative adjectives and are mainly used to describe the nature of God or God's virtues, most of which are reflected literally. The fact that the majority of the cases refer to direct translations of the concepts (*muryō* and respectively *taxxitaru*) confirm firstly the good knowledge of language and the willingness to provide a unified translation.

In order to reflect tendencies, *Tables 4* and *8* are presented reorganized.

Table 4'.

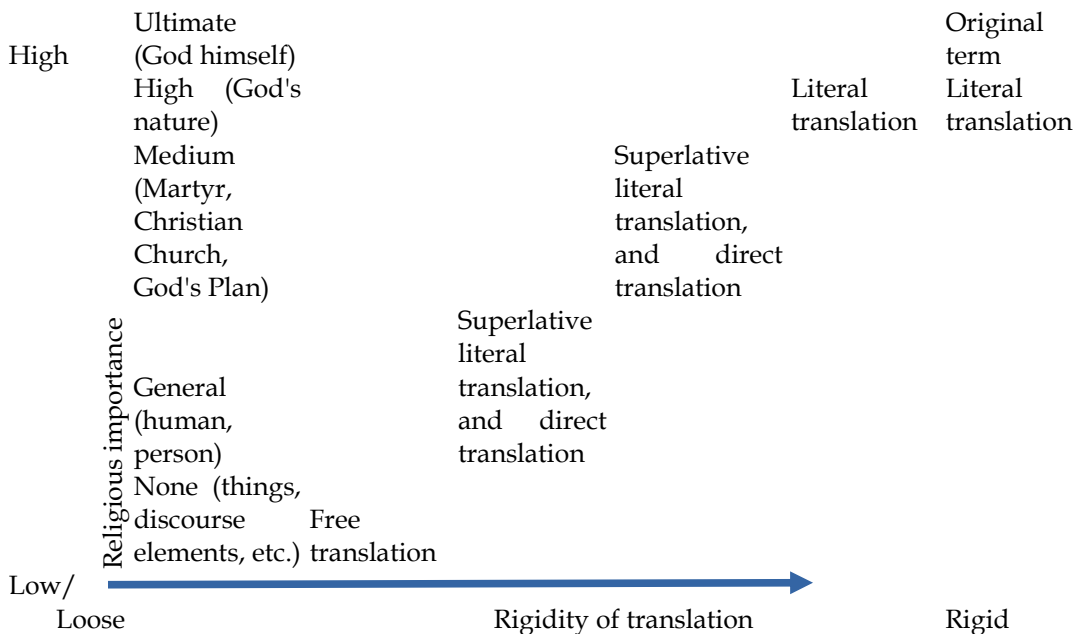
Subject	Type of expression					
(for „infinito”)	Repetitive structure	No translation	Translation using numbers	Superlative	Literal Translation	As it is
God (Deus or Christ)					3	2
God's nature				4	30	3
Martyrs, Christianity		2	2	1	1	
People (number)		2	6			
Things (number)	3	11	3		1	
Subtotal	3	15	11	5	35	5

Table 8'.

Subject	Type of expression				
(for „perfecto”)	No translation	Superlative	Free translation	Literal translation	As it is
God				5	6
God's virtues, God's		4	2	25	

plan					
Christian church, faith		9	1	5	
Nature, characteristics of nature	10	3		1	
Subtotal	10	16	3	36	6

A common tendency is observable for both words, as in the figure below.



Therefore, a specific interpretation of the text of the foreword is possible with regard to these two attributes, and inductively with regard to other concepts:

The translation, having as purpose learning Japanese by the new-come fathers and brothers on one hand, and understanding of the logical reasoning by all Japanese people, aimed to reflect the discourse about the ultimate values of the Christianity, such as God and Jesus, in a most direct manner (that is, by rendering the word as it is, or in a direct and mostly unified translation) in order to allow each reader to think and learn by himself about the ways of religious discourse (mainly praising). Translation of the terms in discourse about lesser values of Christianity goes into a more pragmatic register of terms, pointing to superlatives rather than direct translation. Translation of the logical reasoning of Luis

de Granada was made mostly on a rhetoric basis, ranging from superlative to comparison structures or even to the exclusion of these terms from the Japanese text, insisting rather on the meaning than on immediacy of the translation.

On the other hand, the degree of laxity of the translation can be also looked at as the degree of Japanese-likeness of the writing style, which may be linked to the degree of involvement of Japanese native speakers in the process of translation.

REFERENCES

"Obras De Fr. Luis De Granada", in "Biblioteca De Autores Espanoles", Sixth volume, Padilla, Madrid, 1944, (1585 re-publication of the 2011 Edition).

(1595), *Dictionarum Latinus-Lusitanicus-Japonicus*, Amacusa College of the Company of Jesus, p. 272.

Anesaki, Masaharu, (1932), "Shinshinroku" (collected in "Kirishitan Religious Literature") Dobunkan, Tokyo.

Chikamatsu, Hiroo, (1990), "The Original Study of the Christian Edition of "Fides no Doxi", Shibunkaku Shuppan, Kyoto.

Cieslik, Hubert, (1976), "Teachers of Seminario," in *Kirishitan Studies*, Eleventh Edition, Yoshikawa Kobunkan, Tokyo.

Gomez, Pero, (1997), "Compendia catholica veritatis", Oozora-sha, Tokyo.

Gomez, Pero, (1997), "Kogi Yookoo" ("Lecture Outlines of Jesuit Japan Collegio"), Oozora-sha, Tokyo.

Luis de Granada, (1592), *Fides no doxi*, translated by Pero Ramon, Iesus no Companhia no Collegio Amacusa.

Luis de Granada, (1588), *Quinta parte de la Introduction del symbolo de la Fe*, Cornello Bonardo, Salamanca.

Obara, Satoru, (1995), "Fides no Doxi", in *Kirishitan Literary Series*, Kyobunkan, Tokyo.

Satow, E.M., (1888), *The Jesuit Mission Press in Japan*, Private Edition.

Schutte, JF., (1975), "Monumenta Historica Japoniae 1", "Textus Catalogorum Japoniae", apud "Monumenta Historica Soc. Iesu", Roma.

Suzuki Hiroshi 鈴木博, (1985), *Kirishitanban Hiidesu no doshi* (キリシタン版ヒイデ.スの導師), facsimile, Osaka: Seibundo.

Suzuki, Hiroshi, (1985), *Christian Edition of Fides no Doxi* (Romaji original text, Leiden University) Osaka, Seibundo.

Suzuki, Hiroshi, (1988), "Study of Late Muromachi Period" Seibundo, Osaka.

VIRTUAL EXPERIENCES IN TEACHING / LEARNING ROMANIAN AS A FOREIGN LANGUAGE

MIHAELA PRICOPE*

pricope.mihaela@gmail.com

Abstract: *For both students and instructors, online learning involves a series of challenges and benefits. It is a new experience and an opportunity for self-reflection and development. On many levels, the virtual teaching experience brings changes, in various areas, such as: teaching materials, conditions of learning, contact between peers and between students and teachers, teaching input and feedback. In the first part of the article, we will refer to aspects of teaching the Romanian language to foreigners in the online context during the pandemic period, with an emphasis on the methods which increase and maintain students' motivation. We will also include testimonials of teachers and foreign students, as answers to the questionnaire administered for our research. The results of the study reveal that the online experience of teaching-learning the Romanian language for foreign students has facilitated an awareness of the individual way of teaching and learning and also helped to identify new ways to motivate students and keep them self-motivated, in order to enhance the educational process, in the given context.*

Keywords: *Roamanian language, online, teaching, advantages, difficulties*

Online teaching of romanian language to foreign students in a pandemic context

The pandemic context of the world we live in has redefined the way we practice our professions, by forcing us to find new resources, methods, strategies to motivate students and support them in the learning process. Foreign students, who have decided to study in a country more or less distant and different from their home country, were most severely affected by the new coronavirus pandemic. For them, separation from their family and their home country would have been enough to feel the culture shock. But, we can imagine how difficult it has been for them to adapt to the new lifestyle in terms of restricting social contacts, of the fear of getting sick in a foreign country, whose language they do not know very well or not at all, of the need to adapt to online learning and of the distance from teachers and colleagues, who represent, for them, an anchor of support in their attempt to adapt to the foreign culture.

* Lecturer PhD., "Politehnica" University of Bucharest, Bucharest.

But, modern times have changed. Murphy and Leferriere¹ state that "traditional face-to-face education has given way to technology-based online learning that involves moving away from synchronous, real-time to asynchronous, delayed, and text-based communication."

Face-to-face teaching provides foreign students with the necessary feedback for progress and human closeness that provides them with emotional support especially at the beginning of their stay abroad. Both the teacher's tolerance and empathy and the collaboration with other colleagues in similar situations contribute to the moral support of foreign students, who, in some situations, are alone in a culture very different from the one of origin.

On the one hand, the pandemic context destabilized this moral support, but, on the other hand, it placed these students in an unprecedented situation, and forced them to find solutions to face the challenges, to adapt to new methods of learning and to motivate themselves, as well as to get to know themselves better.

The current international social context has taught foreign students to be more attentive to what is happening around them, trying to better understand the news and the other information that has reached them in different ways; they have become more aware of the world in which they live and more interested in it.

According to Murphy and Leferriere², some advantages of asynchronous communication involved in online learning include greater opportunities for reflection, equal participation, ease in archiving communication acts to return to them later when needed, and a sense of comfort in particular for students who are shy to participate in synchronous discussions. The authors also mention disadvantages such as lack of non-verbal elements, a possible decrease in social presence, lack of interaction and spontaneity in communication.

From my experience, by working online with foreign students, I understood that the most important elements in the academic virtual

¹ E. Murphy & T. Laferriere, *Adopting tools for online synchronous communication: Issues and strategies* (p. 318-334). In B. Mark, & P.J., Diane (Eds.), *Making the transition to e-learning: Strategies and issues*. Hershey, P.A., Information Science Publishing, 2007, p. 843.

² E. Murphy & T. Laferriere, *Adopting tools for online synchronous communication: Issues and strategies* (p. 318-334). In B. Mark, & P. J., Diane (Eds.), *Making the transition to e-learning: Strategies and issues*. Hershey, P.A., Information Science Publishing, 2007, p. 843.

environment are: intrinsic motivation, self-discipline and the desire to get involved.

People's feelings and attitudes about technology may differ. Some may find the online experience threatening and demoralizing, while others may feel motivated. Students who do not have a happy experience working online should be supported and encouraged by the tutor.

Shirley Bach et al.³ recommends as methods of increasing motivation the variation of teaching methods and the presentation of many complementary materials in different forms (books, textbooks, demonstrations, recordings, online chat support or discussion forum). This will help students find methods and activities that suit their needs and learning style.

Tapscott⁴ recommends that in order to meet the needs of the students involved in online learning, training should facilitate experiential learning, with interactive elements that aid critical thinking and encourage collaborative experiences.

Ushida⁵ investigated the context of an online language learning program on motivation and attitudes. Regarding the degree of anxiety at the beginning of the online course, this was higher than that of the participants in a traditional course. This is due to the lack of familiarity with how to work online. However, the motivation of students from both learning environments, online and traditional, was comparative and positive in both contexts. The results also showed that motivated students in online classes studied systematically and productively to improve their language skills.

In addition, Coffin and McIntyre⁶ show that an element that contributes to the motivation to solve tasks / assignments is the perception of students about the online work environment and the Internet. Other studies show (Tsai & Tsai⁷; Yang & Lin⁸) that those

³ S. Bach; P. Haynes.; J. Smith Lewis, *Online Learning and Teaching in Higher Education*. Berkshire, Open University Press, 2007, p. 29.

⁴ D. Tapscott, *Grown Up Digital: How the Net Generation is Changing Your World*. NewYork, McGraw Hill, 2009.

⁵ E. Ushida, *The role of students' attitudes and motivation in second language learning in online language courses*. In CALICO Journal, vol. 23, no.1, 2005, pp. 49-78.

⁶ R.J. Coffin, & P. Macintyre, *Motivational influences on computer-related affective states*. In Computers in Human Behavior, 15, 1999, pp. 549-569.

⁷ M.J. Tsai & C.C. Tsai, *Information searching strategies in web-based science learning: The role of internet self-efficacy*. In Innovations in Education and Teaching International, vol. 40, no.1, 2003, pp. 43-50.

students who do well in the online environment and have technical skills solve tasks in an online environment better than the ones less competent.

Another important element in virtual learning is self-discipline, which implies the students' ability to organize their time well and set priorities.

Barr and Miller⁹ consider that the online work environment provides autonomy and requires self-guided learning and discipline that can influence the success or failure of online learning.

Online work materials for learning a foreign language must be very well structured so as not to burden the student with a lot of theoretical information, because, in the absence of direct interaction with the teacher, students may lose motivation and efficiency. The theoretical elements must be supplemented with practical, applied, varied exercises.

Effective students have, first of all, self-discipline, the ability to act promptly and to self-monitor in order to improve their performance. Self-discipline helps them to know themselves better, to be aware of their strengths and weaknesses, which contributes to their use so that this awareness of students' strengths and weaknesses should minimize the effects of personal limits. An effective way to self-discipline and, respectively, to achieve success by a student is time management.

Time management involves „allocating time sequences, rigorously calculated, for each activity to be carried out (*planning*), making every effort to comply with them (*organizing*) and regularly evaluating the results obtained (*control*) “(Reaboi¹⁰).

If we think about the basic difference between traditional classroom learning and exclusive online learning, that is the separation between teacher and students, as well as the separation between students between them. This separation often leads to feelings of isolation from participants who, according to Palloff and Pratt¹¹, is a major cause of students' dissatisfaction with the online learning environment. For this reason, the

⁸ Y. Yang & N.C. Lin, *Internet perceptions, online participation and language learning in Moodle forums: A case study on nursing students in Taiwan*. In *Procedia Social and Behavioral Sciences*, 2, 2010, pp. 2647-2651.

⁹ B.A. Barr & S.F. Miller, (2013). *Higher Education: The obline teaching and learning experience*. accessed from <https://files.eric.ed.gov/fulltext/ED543912.pdf>, on 1.08.2020, p. 4

¹⁰ V. Reaboi, *Managementul timpului în teoria și practica educațională (Time Management in Educational Theory and Practice)*. In *Studia Universitatis Moldaviae* nr. 9 (109), 2017, pp. 179-184.

¹¹ R. Palloff & K. Pratt, *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco, Jossey – Bass, 2007.

teacher's role is to create activities that are interactive and dynamic so as to create a sense of presence.

Research (Fredricks, Blumenfeld and Paris¹²; Qiping Kong¹³) shows that there are three types of student involvement / participation, which facilitates effective learning. We refer, therefore, to behavioral, emotional and cognitive involvement. Behavioral involvement answers the question of what should I do? Emotional involvement refers to the reason why I should do something, and cognitive involvement represents the answer to the question of how should I do it?

Behavioral involvement has an observable component in what the individual undertakes, as a result of emotional and cognitive involvement. Therefore, there is a close link between the three types of participation. The one that encourages cognitive and behavioral involvement, with visible results in terms of student participation in solving tasks is emotional involvement. The positive emotions experienced by the student regarding the learning process will stimulate his / her ability to put into practice the knowledge and learning strategies in order to complete the work tasks.

Lee, Pate and Cozart¹⁴ consider that students' involvement in online learning does not only refer to the behavioral component, that is observable in acts such as reading study materials, solving exercises, asking questions, doing homework, posting comments, etc., but more important than this is the cognitive and emotional involvement, which means an effort of the learner's mind to apply the knowledge and strategies learned to solve various tasks and the emotional satisfaction of completing teaching activities, which further attracts the desire to participate in other learning activities and to collaborate with other students.

Testimonials from students and teachers

Teaching and learning during the coronavirus pandemic has been reshaped in the online environment and this has brought with it changes in mentality and attitude towards education. Teachers and students alike

¹² J.A. Fredricks, P.C. Blumenfeld & A.H. Paris, *School engagement: Potential of the concept, state of the evidence*. In Review of Educational Research, vol. 74, no. 1, 2004, p. 59-109.

¹³ K. Qiping, *Student Engagement in Mathematics Teaching*. Shanghai, Normal University Press, 2003.

¹⁴ E. Lee.; J. Pate; D. Cozart, (2015), *Autonomy support for online students*. In Tech Trends vol. 59, no.4, accessed from <https://link.springer.com/article/10.1007/s11528-015-0871-9>, on 1.08.2020, pp. 54-61.

have been faced with a certain fact: the need for change. The reception of change is done differently by individuals due to a number of factors such as: personality, habit, self-confidence, perception, character. For example, a refractory person may refuse innovation out of whim and preconception (*"I never use the overhead projector, and that's it!"*), lack of information (does not know how to use technology), due to the existence of a substitute instead of audio videos, charts, tables), lack of self-confidence (*"I don't think I'm able to use the new DVD player and I'll make fun of myself"*), etc. However, under the conditions mentioned, the change had to be implemented willingly or unwillingly, leaving little room for negotiation.

There are several types of changes that can occur in an educational institution:

- materials (new working tools: textbooks, worksheets, teaching materials, equipment, etc.)
- design (for analytical programs, working methods, etc.)
- interpersonal relationships (between teachers, students, support staff, etc.)

For example, in adopting a new educational technology (material changes) teachers react differently depending on personality variables, attitude towards the new, etc. but also on the subject they teach. The change in teaching style is expected when the teacher becomes aware of the advantages and alternatives offered by the new technology, when he/she is sufficiently trained to gain self-confidence in its use, the teacher recognizes and adopts the role of facilitator and is aware of the potential offered by this new technology, for instance, in increasing the interactivity between students, and their responsibility. In the case of transition to online education during the pandemic, all these three types of changes have taken place. There was a need to reorganize and create new teaching materials, rethink working methods to facilitate learning in the virtual environment and establish new directions of interpersonal relationships to continue online relationships with students and colleagues.

In order to find out what the teaching-learning experience of both foreign students enrolled in the preparatory year at the Polytechnic University of Bucharest and teachers meant, we developed a short questionnaire with open-ended questions, to allow them to freely express their opinions.

Therefore, the questions in the questionnaire were:

1. What advantages did you have while working online in Romanian language classes?
2. What difficulties did you have while working online in Romanian language classes?
3. What did the online experience during the pandemic mean to you?

In the following we will summarize the answers of the interviewed students.

Among the advantages of working online, we found:

- investing the same amount of effort as in the case of face-to-face work, which indicates a good balance of teaching materials
- discovering useful personal traits in online learning: self-confidence, perseverance, persistence and competitiveness
- enough time to work the materials
- saving time
- direct communication with the teacher
- use of new technologies

The difficulties felt by the students were:

- individual study and explanation of the rules, which means that, no matter how much the new concepts are explained in a written material, the human factor - the teacher - cannot be replaced by the learning material
- translation of new words and their pronunciation
- lack of direct communication with teachers, which implies synchronous communication

The significance of the online experience for students can only be rendered by citation because it represents the essence of the feelings experienced by foreign students during this period:

- *“it shows us how we should always continue to go even in the hardest times to succeed, it can be difficult and complicated, but in the end we will get satisfaction for what we have worked on”* (Abdul)
- *“it means a new experience, it taught us a lot and it taught us the meaning of health and love for yourself”* (Asmaa)

- *"In my opinion, this experience was not good at all, but very difficult. Because there was no other solution, we had to end the school year this way"* (Regisa)
- *"new experience, with a good use of time, without losing the school year"* (Said)
- *"you don't feel bored during the quarantine at home"* (Qunoot)

In their turn, the same questions were asked to the Romanian language teachers as a foreign language.

Among the advantages of working online, mentioned are:

- time saving;
- choice of working time
- comfortable work space;
- friendly and safe working environment
- explanations and written feedback facilitated the understanding, if they were given only in verbal format would have left some things uncovered
- the homeworks corrected and sent back to the students made it easier to eliminate some ambiguities, that the students might not have had the intuition to identify through verbal correction
- we formed a team with the entire department and we correlated our activities
- benefits for introverted students

The disadvantages considered by teachers were:

- lack of conversation and interaction with students
- lack of digital skills;
- a lot of time for correction and feedback
- feedback had to be given to each one, sometimes even several times
- some students did not respond to homework, which is not often the case of face-to-face learning process
- communication difficulties
- impossibility of verifying the correct pronunciation
- the impossibility of working individually with the student, of checking the progress / regress at individual and group level

- the difficulty of offering explanations of the Romanian language

The online experience during the pandemic was, as follows for teachers:

- *„...adaptation to a new working formula, almost totally unknown”*
- *„...learning new programs and software tools, as well as their use”*
- *„I realized that it is possible, as long as it doesn't last ... forever”.*
- *„Certainly, like any event in our existence, this experience had its advantages and disadvantages”*
- *„with patience and determination, any project can be completed and I think I came out enriched by this experience”*
- *„the need for high-performance devices to carry out an optimal teaching activity”*
- *„it was a moment of reflection, I realized even more that being a teacher means much more than just a provider of information”*
- *„the experience of a “pandemic” teacher produced a change from the perspective of approaching the classes - I worked harder, I was more creative, I did not limit myself to what the textbook offers”*
- *„a challenge to try other teaching methods”*

The biggest challenge for me as a Romanian language teacher for foreigners, in online teaching, was looking for solutions to maintain the relationship with students and teammates. Virtual tools allow us to do this: the Whatsapp group, Facebook, the Moodle platform, Microsoft Teams and we all made efforts to synchronize, to supplement the face-to-face communication as best as we could.

With foreign students, we got the online interaction on the Facebook group, which is very familiar to them. But, it does not get by itself. It is necessary for the teacher to motivate the students to become more active online, not just to “like”. I wondered why foreign students do not post more often, given that, when we were in classroom, during the break, they spent more time on Facebook. Then, I used to tell them - *“why don't you talk to each other, why don't you interact verbally during breaks”*? Now, during pandemic, I expected not to cope with the number of posts, and yet it was not so.

Conclusions

It is amazing how quickly we can adapt to any challenging situation and how we can find solutions, so that the teaching process goes on. I am not saying that teachers and students did not lack interaction with the others, but we can notice the flexibility and adaptability of both of these. This pandemic period will not be endless and from this experience we will all come out more united, more responsible, more grateful for what we are and what we have.

The teacher is also in the online teaching process the key element, the link, the moderator. I found a way to give them feedback and encourage them to communicate by writing mistakes from their homework to correct in the online group. At that moment, the comments started to flow and I realized that, they needed challenges. We can use anything: videos, songs, contests, games to keep them in interaction with their teachers but also with each other.

Therefore, in both the face-to-face and the online teaching process, the key word is interaction. Facilitating it requires creativity and effort and I am glad that each interviewed teacher has found ways to get feedback from students.

REFERENCES

Bach, S; Haynes, P.; Smith Lewis, J., (2007), *Online Learning and Teaching in Higher Education*. Berkshire, Open University Press.

Barr, B.A. și Miller, S.F., (2013), *Higher Education: The obline teaching and learning experience*. accessed from

<https://files.eric.ed.gov/fulltext/ED543912.pdf>, on 1.08.2020

Bodea C., Apostol C., Rosca Gh. I., Smeureanu I., Zamfir G., Cretu A., Aricescu A., Chindea M., (1999), *Courseware: o nouă tehnologie didactică (Courseware: a new didactic technology)*. București, Editura INFOREC.

Coffin, R.J., & Macintyre, P., (1999), *Motivational influences on computer-related affective states*. In *Computers in Human Behavior*, 15, p. 549-569.

Fredricks J.A., Blumenfeld P C and Paris A.H., (2004), *School engagement: Potential of the concept, state of the evidence*. In *Review of educational research*, vol. 74, no. 1, pp. 59-109.

Lee, E.; Pate, J; Cozart, D., (2015), *Autonomy support for online students*. In *Tech Trends* vol. 59, no.4, accessed from

<https://link.springer.com/article/10.1007/s11528-015-0871-9>, on 1.08.2020.

Murphy, E., & Laferriere, T., (2007), *Adopting tools for online synchronous communication: Issues and strategies* (p. 318-334). In B. Mark, & P.J., Diane (Eds.),

Making the transition to e-learning: Strategies and issues. Hershey, P.A., Information Science Publishing.

Palloff, R., & Pratt, K., (2007), *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco, Jossey – Bass.

Qiping, Kong, (2003), *Student Engagement in Mathematics Teaching*. Shanghai, Normal University Press.

Reaboi, V., (2017), *Managementul timpului în teoria și practica educațională (Time management in Educational Practice and Theory)*. In *Studia Universitatis Moldaviae* no. 9 (109), pp. 179-184.

Tapscott, D., (2009), *Grown Up Digital: How the Net Generation is Changing Your World*. New York, McGraw Hill.

Tsai, M.J., & Tsai, C.C., (2003), *Information searching strategies in web-based science learning: The role of internet self-efficacy*. In *Innovations in Education and Teaching International*, vol. 40, no.1, p. 43-50.

Ushida, E., (2005), *The role of students' attitudes and motivation in second language learning in online language courses*. In *CALICO Journal*, vol. 23, no.1, p. 49-78.

Yang, Y., & Lin, N.C., (2010), *Internet perceptions, online participation and language learning in Moodle forums: A case study on nursing students in Taiwan*. In *Procedia Social and Behavioral Sciences*, 2, pp. 2647–2651.

SUBJECTIVE AND STRUCTURAL BARRIERS IN THE LABOUR MARKET A RESEARCH ABOUT YOUTH EX-OFFENDERS

OANA-ANDREEA MURGEANU-MANOLACHE*

oana.manolache@sas.unibuc.ro

Abstract: *The paper aims to analyse the personal and structural barriers in the labour market for former inmates in order to have a deeper understanding of a particular social context. This research's main purpose is to identify the subjective and structural nature of employment among former detainees and in what measures the size of the challenges is represented by employers' perceptions, attitudes, and behaviours. Specifically, the role of human capital, social capital and discrimination in the reintegration into the labour market of people with a criminal record will be analysed.*

Keywords: *reintegration, human capital, social capital, discrimination, ex-offenders.*

Changes in the labour market with technological and digital advancements have led to a rigid division in workers' stratification, with increasing amounts of human capital needed to access the primary sector. Mobility between sectors was reduced, and the relationship between the employee and the employer is characterised by instability. This phenomenon generally affects vulnerable groups and especially people with a criminal record. Former inmates must adapt to the new conditions on the labour market in order to reintegrate successfully into society. Reintegration is a complex and time-consuming process that depends on personal resources - pre-incarceration labour market history, criminal history, training, education, health, substance use and health conditions, the stigma of incarceration - as well as the structural ones - employment perspectives, family support, accumulation of human and social capital, the attitude of employers and the structure of the labour market.

In this context, this article proposes to analyse former inmates' perceptions regarding reintegration into the labour market and how employers relate to criminal record employment. This paper will present

* PhD. Student, Doctoral School of Sociology, University of Bucharest, Faculty of Sociology and Social Work.

the main theories underlying the research approach, methodology and research design. At the end of the article, the study's importance will be presented from the perspective of the results obtained.

Theoretical framework. Several theoretical frameworks assess the difficulties of reintegration into the labour market. These include stigma, loss of human capital with incarceration and involvement in negative social networks, which do not facilitate access to the labour market.

From a stigma perspective, a criminal record is a signal to potential employers that a job seeker is unreliable and cannot be a productive employee, so they decide based solely on observable characteristics¹. Thus, the stigma leads to the devaluation and non-recognition of ex-inmates human capital.

From a human capital perspective, time spent in criminal activities or incarcerated reduces the time investing in human capital. Also, time spent in prison eliminates the individual from the labour market and leads to limited and fragmented employment history. It is possible that the time spent in detention can be used to invest in the development of human capital, but it can also lead to the consolidation of knowledge in the illegal sector. Therefore, human capital theory adds another dimension to work experience with a criminal record. The human capital theory states that employment outcomes (wages, benefits) are produced after individuals' investigations in obtaining education and skills². However, subsequent analyses show that certain factors outside the individual control can affect human capital. The analysis of changes in the labour market suggests that the technological changes imposed a more rigid division in workers' stratification. Specifically, more significant amounts of human capital are needed to access the primary sector, where qualified people are generally considered to have access, and mobility between the secondary and primary sectors has been reduced³.

These changes in the labour market have a negative impact on vulnerable groups, especially among people with a criminal record⁴. An individual's resources for accumulating human capital are mediated

¹ Kenneth J. Arrow, The Theory of Discrimination. *Discrimination in labor markets*, 3(10), 1973, pp. 3-33.

² Garry S. Becker, *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. (3rd Ed) Chicago, IL, The University of Chicago Press, 1964.

³ Beverly H. Burris, *Technocracy at Work*. Albany, NY, SUNY Press, 1993.

⁴ John Hagan, Bill McCarthy, *Mean Streets*. New York, NY, Cambridge University Press, 1997.

through the family and other social capital forms. Due to low human capital, people with a criminal record were placed primarily on the secondary labour market⁵. Given the dual division of the labour market into skilled and unskilled sectors⁶, obstacles for people with a criminal record in accessing the skilled sector and mobility may encourage exploring the causal links between job quality and working conditions and crime. Variables borrowed from the sociology of work can highlight complex dynamics related to an organisation's technological models, changing labour markets, the transient nature of work, human capital, accreditation, and rewards. According to human capital theory⁷, people who invest more in their skills and education get greater rewards from their work. However, this causal relationship is difficult to quantify and apply to vulnerable groups. Some authors argue that those who begin with significant social capital, cultural capital, and human capital deficits face significant obstacles accumulating human capital after release⁸. These findings suggest that former inmates may face more significant challenges in obtaining and carrying out quality work.

The rewards obtained with a job provides additional conceptualisations of the quality measures that should characterise any job. These theoretical and empirical results confirm that rewards can be seen as extrinsic/intrinsic⁹ and symbolic/tangible¹⁰.

The literature on the reconstruction of criminals' identities was also analysed. This perspective highlights the potential impact of rewards in the workplace and the significance of self-perceptions. Employment can

⁵ Robert D. Crutchfield, *Ethnicity, Labor Markets, and Crime*. In Hawkins, D.F. (Eds.). *Ethnicity, Race, and Crime: Perspectives Across Time and Place*. Albany, NY: SUNY Press, 1995, pp. 194-211.

⁶ *Ibidem* 4.

⁷ *Ibidem* 3.

⁸ William J. Wilson, *When Work Disappears: The World of the New Urban Poor*. New York, NY, Vintage Books, 1996.

⁹ Garry Shapiro, *Racial Differences in the Value of Job Rewards*. *Social Forces*, 1997, 56(1), pp. 21-30.

¹⁰ R.A. Guzzo, *Types of Rewards, Cognitions, and Work Motivation*. *The Academy of Management Review* 4(1), 1979, pp. 75-86.

help ex-offenders develop new law-abiding identities¹¹, and rewarding work, which is helpful for others, can lead to a pro-social identity¹².

Methodology. Qualitative research methodology is used to explore why or how a phenomenon occurs, develop a theory, or describe the nature of an individual's experience. In contrast, quantitative methodology asks questions about causality, generalisation, or the effect's magnitude¹³. A third emerging paradigm is increasingly discussed in the literature, the mixed methods research paradigm¹⁴. Specifically, in a single research study, qualitative and quantitative data are collected and analysed separately or integrated, simultaneously or sequentially, to address the research issue. Instead of answering research questions using quantitative or qualitative research methods, the mixed methodological approach can advance the scientific conversation by extracting both methodologies' strengths.

This new mixed methodological approach offers a way to analyse the previously unknown causes between work and crime by combining qualitative and quantitative research methods. For the most part, empirical studies have not used sufficient concepts and perspectives from other areas that may be useful, such as anomie, the meaning of work, and identity. The quantitative part will provide an in-depth look at the employers' attitudes in the decision-making process to accept candidates with a criminal record. Therefore, this study may add context to the variables commonly used in the analysis of the negative or positive relationship between workplace and crime and explain why many of the empirical results so far have been conflicting or, at best, demonstrated weak causal relationships.

¹¹ Christopher Uggen, Sara Wakefield, Bruce Western, Work and Family Perspectives on Reentry, pp. 209-243 in *Prisoner Reentry and Crime in America*, edited by J. Travis, C. Visser, New York, NY: Cambridge University Press, 2005.

¹² Ros Burnett, Shadd Maruna, The Kindness of Prisoners: Strengths-based Resettlement in Theory and in Action. *Criminology & Criminal Justice*, 6(1), 2006, pp. 83-106.

¹³ Michel D. Fetters, Leslie A. Curry, John W. Creswell, Achieving Integration in Mixed Methods Designs - Principles and Practices. *Health Services Research*, 48(62), 2013, pp. 2134-2156.

¹⁴ John W. Creswell, Vicky L. Plano Clark, Michelle L. Gutman, William E. Hanson, Advanced mixed methods research designs. In Abbas Tashakkori, Charles Teddlie, (Eds.). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA, Sage, 2003.

Research design. A sequential exploratory design of the mixed research methods will be used in this study. This method involves collecting qualitative data initially, and then for quantifying the results generated in the first phase, the quantitative method will be applied¹⁵. Regarding the share of qualitative versus quantitative methods, the research uses two qualitative tools and a quantitative tool. The interaction between the two methods occurs after the analysis of qualitative data. Based on the themes generated by data analysis, the quantitative research tool will be built to improve knowledge on some topics and barriers. Given that qualitative methods are used to develop the quantitative instrument, qualitative data are the first applied in this research.

In sum, this is a sequential exploratory research, where qualitative and quantitative methods will be applied in turn, and the quantitative instrument's construction is based on the analysis of qualitative data. Research tools complement each other and improve knowledge on several topics and barriers. The research was divided into 2 phases to understand the process better.

- Phase 1 - sociological survey based on a semi-structured interview (18 former detainees on parole and eight employers);
- Phase 2 - sociological survey based on a questionnaire (118 employers).

The universe of research. The studied group consists of former inmates on parole and potential employers in the Bucharest-Ilfov region, Romania. According to the Activity Report published by ANP (2019), a number of 2,537 detainees were involved in 2018 in labour activities during detention, and 1,051 detainees participated in the job markets¹⁶.

The interviews with the former inmates under the Bucharest Probation Service supervision were held according to their schedule with the probation counsellor. Each subject who agreed to participate was selected for this study, and each subject signed the consent to participate.

Eight individual interviews were conducted with employers representing small and medium businesses in the Bucharest-Ilfov area. The subjects were chosen from the Chamber of Commerce and Industry of

¹⁵ John W. Creswell, Vicky L. Plano-Clark, *Designing and conducting mixed methods research*. Thousand Oaks, California: Sage, 2018.

¹⁶ ANP Activity Report, 2019. Available at: <http://anp.gov.ro/despre-anp/rapoarte-si-studii/>

Bucharest website. The companies with their phone numbers listed were contacted, and those who agreed to participate were subsequently interviewed. Therefore, the sampling is not representative because the subjects' choice was not random.

The questionnaire was applied online and was made available to all participants for 90 days. As in the previous case, the subjects were chosen from the Chamber of Commerce and Industry of Bucharest website.

Conclusions. Prison work programs should provide equal opportunities for building meaningful and specific skills, including intrinsic benefits that provide ways to rebuild identity. A compromise between a job that requires a lower level of qualification and beneficial work could be applied so that only one or two days of each week of the inmate's work is allocated to operations and the rest remaining time to be spent in as many rehabilitation activities as possible. Civic-oriented work is likely to produce better results, and more inmates should experience such work in prison.

Incentives for participation and further rehabilitation work should include extrinsic benefits that are most likely to attract inmates who are unaware of the intrinsic values before their involvement in programs. The data show that some subjects were poorly prepared for work after release due to a lack of planning and goal setting. Preparation for post-release employment should be extended to include digital and entrepreneurial skills development. Prison and private and public sectors need to work together to provide quality jobs after release or volunteering opportunities and training in relevant labour market skills.

The detainee's psychosocial training should also be implemented to combat obstacles encountered after release. This training should address several issues, such as combating negative messages from family and colleagues, managing conflicts, avoiding negative associations and developing positive social relationships.

Future research is warranted in the following areas: because the researchers examined a small number of subjects and used non-probabilistic sampling, similar studies should be conducted with larger samples and a quantitative methodology to assess whether the results can be generalised. Studies should also be carried out to examine the impact of prison programs so that different jobs can become meaningful to participants.

Regarding employers' perspectives, regional research is needed on the perceptions regarding former detainees' employment because these

perspectives are influenced by the economic, social, cultural and even religious specifics of each region. This finding can be used to prepare inmates for release and reintegration into the labour market, depending on each area's particularities. Former inmates could be informed about employers' perceptions and trained to overcome the stigma barrier. According to the current study participants, employers do not look for many of the skills that former detainees acquire during incarceration, supporting the above recommendation regarding coordination between different social actors.

REFERENCES

Arrow, Kenneth, (1973), The Theory of Discrimination. *Discrimination in labor markets*, 3 (10), pp. 3-33.

Becker, Gary S., (1964), *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. (3rd Ed) Chicago, IL, The University of Chicago Press.

Burnett, Ros, Maruna, Shadd, (2006), The Kindness of Prisoners: Strengths-based Resettlement in Theory and in Action. *Criminology & Criminal Justice*, 6(1), pp. 83-106.

Burris, Beverly H., (1993), *Technocracy at Work*. Albany, NY, SUNY Press.

Creswell, John W., Plano Clark, Vicky L., Gutman, Michelle L., Hanson, William E, (2003), Advanced mixed methods research designs. In Tashakkori, A., Teddlie, C. (Eds.). *Handbook of Mixed Methods in Social & Behavioral Research*. Thousand Oaks, CA, Sage.

Creswell, John W., Plano-Clark, Vicky L., (2018), *Designing and conducting mixed methods research*. Thousand Oaks, California: Sage.

Crutchfield, Robert D., (1995), Ethnicity, Labor Markets, and Crime. In Hawkins, D.F. (Eds.). *Ethnicity, Race, and Crime: Perspectives Across Time and Place*. Albany, NY: SUNY Press, pp. 194-211.

Fetters, Michael D., Curry, Leslie A., Creswell, John W., (2013), Achieving Integration in Mixed Methods Designs - Principles and Practices. *Health Services Research*, 48(62), pp. 2134-2156.

Guzzo, R.A., (1979), Types of Rewards, Cognitions, and Work Motivation. *The Academy of Management Review* 4(1), pp. 75-86.

Hagan, John, McCarthy, Bill, (1997), *Mean Streets*. New York, NY, Cambridge University Press.

Activity Report National Agency of Penitentiaries (ANP), (2019), *Raport Anual ANP, 2018*. [Online], Available at: <http://anp.gov.ro/despre-anp/rapoarte-si-studii/>

Shapiro, Garry, (1977), Racial Differences in the Value of Job Rewards. *Social Forces*, 56(1), pp. 21-30.

Uggen, Christopher, Wakefield, Sara, Western, Bruce, (2005), Work and Family Perspectives on Reentry. pp. 209-243 in *Prisoner Reentry and Crime in America*, edited by Travis, J., Visher, C., New York, NY: Cambridge University Press.

Wilson, William J., (1996), *When Work Disappears: The World of the New Urban Poor*. New York, NY, Vintage Books.

THE EFFICIENCY OF APPLICATION OF VARIOUS MODELS SUCH AS BLENDED LEARNING, FLIPPED LEARNING, CASE METHOD IN A PROFESSIONAL SPHERE IN FOREIGN LANGUAGE TEACHING

LIUDMYLA SHANAIEVA-TSYMBAL,*

almi2004@ukr.net

NATALIAYAMNYCH**

yamnatasha@gmail.com

Abstract: *The article explores the strengths and limitations of blended learning, flipped learning and case method. The purpose of our study is to identify the efficiency of application of such approaches in a professional sphere in foreign language teaching. The methodology of this study involves the scientific method of analysis.*

Today, technology has impacted all fields of society: science, media and social interactions, and above all education. In the field of foreign language education, the influence of cutting-edge technology appears to be more crucial. Nowadays traditional classroom doesn't suit the students who are no longer interested in print textbooks. Moreover, teachers must find ways to apply effectively information and communication technologies in the learning process. One of the ways is the concept of blended learning. It implies the optimal combination of traditional pedagogical technologies and distance, online learning. It encourages: access to knowledge; social interaction; cost effectiveness and ease of revision; increased access and flexibility; an increased cost and effectiveness.

Another trend is flipped learning. It is an instructional approach in which instruction occurs in advance and classroom time is maximized. The effectiveness of such approaches is clear. The authors consider it indisputable that blended learning, flipped learning and case method should be used to some extent for students of all majors.

Keywords: *innovative teaching methods, communicative approach, blended learning, flipped learning, case method, interactive teaching methods, inverted learning, visual devices.*

* Associate Professor, National University of Life and Environmental Sciences of Ukraine.

** Associate Professor, National University of Life and Environmental Sciences of Ukraine.

Introduction

In modern society, the ability to communicate is one of the main conditions for successful professional activity. European integration processes in the world require studying foreign languages, in particular English, at a new high-quality level. Thus, all this leads to the improvement of methods of its study. Modern foreign language teachers have the opportunity to apply a variety of teaching methods from traditional to the newest ones. In the process of solving the problem of teaching foreign language in higher education, the priority is to develop and apply in practice innovative teaching methods, create a clear model of scientific and training and methodological support of the training process and learning a foreign language¹.

Literature Review

A lot of researchers (N. Bahramova, Ye. Zakharova, Ye. Vardashkina) and foreign (P. Duff, C. Faltis, J. Heap), dedicated their works to the issues of the development and the process of teaching foreign languages, analysis both positive and negative elements of the current approaches in comparison with the traditional ones.

The purpose of our study is to identify the efficiency of application of such approaches in a professional sphere in foreign language teaching.

Database and methodology

In order to improve the level of teaching foreign languages it is highly important to make the analysis of selection, combination and systematic implementation of those methods of teaching a foreign language, the use of which in the training process would contribute to the obtaining knowledge, skills and abilities of students at B2 level. According to the European recommendations on language education, the B2 level is determined considering the need to direct the proper teaching material to the future professional activity of a student.

Presentation of basic material of the research

In the process of achieving this goal, some difficulties arose. First, reducing the number of hours for learning a foreign language in higher

¹ N. Yu., Yamnych, N.S., Kharchuk, *Innovations in current education quality management*. Naukovyi visnyk NULES of Ukraine. Series: Philological sciences, 225 (2), 2015, 173– 178.

education institutions of Ukraine; secondly, a low level of motivation to learn a foreign language. All this encourages a teacher to reconsider the component of the training process on which he/she can have the most indirect influence – the choice of methods of teaching English on classes.

The first place in the rank of the popularity of methods of teaching English belongs to the communicative approach, which aims to develop communication. The communicative method is based on the idea that the successful learning of English occurs by studying it in real situations, which in turn leads to its mastery and use. The teacher performs two main functions. The first is to facilitate the process of communication between students using different activities. The second function is to act as the leader of this group, to control the learning process and to motivate students.

Undoubtedly, the last decades have been characterized by the dominance of the communicative approach of learning a foreign language. The dominance of interactive teaching methods is also urgent. In this process, it is desirable to make some distinction between the concepts of "communicative" and "interactive" method of teaching, because, according to many teachers, they are almost identical. In fact, according to both methods the learning is based on language acts, communication, but you can still make some distinctions. Based on this, it is appropriate to support the opinion of the authors, who emphasize that communicative learning, first of all, takes into account the communicative functions of speech, and interactive - the actual process of communication and learning situation in the audience².

Communicative methods involve maximum immersion of a student into the language process. The main purpose of this technique is to teach the student to speak the language fluently first of all and then to think. It is also important that there are no mechanical reproductive exercises: instead of them game situations, pair work, tasks for finding errors, comparisons are widely used. All this forces not only to activate memory, but also logic, the ability to think analytically and figuratively, as well as to develop creativity and general outlook of the student. At the same time, great emphasis is put on the use of audio, video and interactive resources. Due to the variety of methodological techniques, among which one of the

² N.V. Bagramova, *Lingvo-methodical principles of teaching of lexical aspect of oral speech in English as the second foreign language in pedagogic higher education institution*. Saint Petersburg, 1993, 504.

leading places is occupied by language technology, this technique contributes to the formation of skills necessary for a person in current business life (the ability to make a report, make presentations, business correspondence, etc.).

Another aspect must be taken into account in the analysis of foreign language teaching methods. The use of purely communicative methods can lead to certain problems. Thus, there are situations when those who studied exclusively by such methods, having thorough communication skills, had significant difficulties in writing certain documents. That is, basic knowledge of grammar and stylistics was insufficient. Modern requirements for proficiency in a foreign language for professional purpose provide both a high level of proficiency in communication skills and the ability to draw up official documents in a foreign language.

Thus, teachers need a certain synthesis of structural, functional and interactive methods for the even development of all four types of speech activity: reading, speaking, writing and listening. The use of so-called blended learning technology will help to achieve this goal.

The essence of such training is to combine (blend) formal (teaching in the classroom, studying and checking language course materials, writing tests, testing, etc.) and informal teaching methods and tools (e-learning based on the Moodle platform, communication with teacher by e-mail, web conferencing, etc.)³. Also an important aspect of the use of this technology is the combination of different ways of presenting training material (full-time face-to-face, e-learning and individual learning) using knowledge management techniques. The advantages of application of this method are obvious, as it allows in the process of academic learning to combine classical teaching methods (structural and functional) aimed at mastering the basic grammatical structures of English, developing reading and translation skills, and more modern methods (interactive and partially interactive, computer learning methods) aimed at developing communication skills and overcoming the "language barrier".

Thus, the application of **blended learning technology** can be an effective way to improve the teaching of a foreign language in higher education institutions of Ukraine, as the organization of classes using this technology has a number of significant advantages. Most importantly, it contributes to the even formation of basic literacy and reading skills as

³ E.V. Kostina, *The model of blended learning and its use in foreign languages teaching*. *Izvestia vysshih uchebnyh zavedenii*. Series: The Humanities,1 (2), 2010, 141-144.

well as communicative ones. The modern model of blended learning provides the following aspects: all materials of practical classes are available for the training contingent and can be easily used for self-study (i.e. they are available in both printed and electronic form)⁴.

Thus, the model of **blended learning** is logically correlated with the credit-modular system of organization of the educational process, and its use is considered appropriate and desirable, as there is a possibility of optimal combination of classroom, self-study and individual work, practical training of students.

One of the original components of this technology is the model of inverted learning, or "flipped learning", the essence of which is to change the content of learning activity in classroom and homework in order to involve students into real active communication activities in the classroom. Also, the model of inverted learning is used to organize independent learning activities of students to master the program or additional learning material.

The idea of a flipped classroom appeared in the United States decades ago. And the full range of possibilities of this format of application of information technologies in education was demonstrated by the project of the American Salman Khan and the mini-video lectures on various subjects of a natural cycle created by him and his team posted on the Academy's website and on YouTube. It should be noted that there is no single model of flipped learning, and the endless possibilities of modern Internet space and the rapid development of powerful mobile devices offer a wide range of educational resources and the ability to use them in almost any direction of training students at their convenience.

One of the most important aspects of the **flipped learning** model is that learning activities are based on prior study of the material. The teacher provides students with access to electronic training resources in order to look through study material beforehand, usually through video lessons, and do the tasks necessary for further work in the classroom. In the same class, the knowledge gained is applied and trained on practice. That is, students do traditional homework in the classroom. This format of education stimulates the development of both personal qualities of the student (activity, responsibility, initiative) and meta-subject skills (self-

⁴ E.V. Vardashkina, Available at: <http://sibac.info/index.php/2009-07-01-10-21-16/1125-2012-02-09-10-30-07>.

organization, management of temporary resources)⁵. Having a computer at home and access to the Internet, which, unfortunately, is not always possible during the class, the student can watch a video, listen to an audio recording, pause or repeat after the speaker, practice pronunciation etc.

In addition, medialization allows the teacher to present learning material more easily (e.g. computer presentations of grammar material), as well as it allows the student to work it out repeatedly at any time (doing tests online). Usually, students in one group have different levels of foreign language skills. For some of them it is enough to watch a video tutorial or listen to audio only once while others need much more time to understand it in detail. When explaining the new material, some students still have not understood anything while others have already got bored. Of course, the teacher's explanation cannot be completely excluded. However, the preliminary training of students allows a teacher to involve them in educational activities immediately. Thus, students become not passive listeners of uninteresting material from their point of view but active users of it working in pairs or groups.

One aspect of using this model in the course of English is watching a video at home. The purpose of the review is to understand the plot, write out unfamiliar words and phrases and, if possible, look up their meaning with the help of a dictionary (except for those provided by the teacher in the recommendations for the task) to do exercises on the content. Boring dictionary work becomes quite interesting, and modern expressions allow students to feel quite confident in communicating with representatives of other countries.

Thus, during the work on this model when studying the topic "Hotel Business" students were offered a task placed in the electronic training course, developed by the authors for the specialty "Tourism", which consisted of the formulation of the task and the timing of its implementation; a list of new vocabulary on the topic for the preliminary removal of difficulties in understanding; a list of questions to control the understanding of the content of the watched film; presentations of functionally relevant grammatical material; tests to consolidate vocabulary

⁵ L. Shanaieva-Tsymbal, S. Kachmarchyk, S. Khrystiuk, *Using blended learning technology in foreign language communicative competence forming of future International relations specialists*. Revista Romaneasca pentru Educatie Multidimensional. -2019, Volume 11, Issue 4, p. 84-99

<https://lumenpublishing.com/journals/index.php/rrem/article/view/1555/pdf>

and quickly assess students' knowledge using Google services; feedback options with the teacher.

As a result of working in this format, the authors noted the advantages and disadvantages of the flipped learning model. As to advantages, they are the following: students have the opportunity to see how the hotel actually works; preliminary acquaintance with the content allowed to free up some time in class in order to practice communication skills: comment on the actions of the characters, initiate and engage in dialogue, while the teacher's attention was focused on the specific work of each student (individual approach). The disadvantage of this model may be the fact that students who have not watched the film will not be interested in class activity. A possible way to solve the problem could be to watch a movie at the beginning of the lesson, students with higher level of preparation can search for thematic educational and training videos on YouTube.

Thus, the technology of **flipped learning** involves changing the roles of both a student and a teacher. Students take responsibility for their own knowledge and competencies, have an incentive for further creativity and practical application of acquired knowledge. And the teacher, using ICT and innovation in accordance with modern requirements of society, improve their own level of scientific and methodological training and create conditions for active cooperation of all participants of the learning process.

Researching the communicative method of learning foreign languages, it is worth mentioning the case study method which has occupied leading positions in modern teaching practice developing language skills, which allows to master the knowledge of the specialty in a foreign language, increase their professional competence and self-esteem. The leading role in the theoretical development of the case study method and its practical application belongs to P. Duff⁶, P. Faltis⁷, J. Heap⁸.

⁶ C. Faltis, *Case study methods in researching language and education* // Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education / N.H. Hornberger, D. Corson (Eds.). Dordrecht; Boston; London: Kluwer Academic Publishers, 1997, pp. 125-127.

⁷ J. Heap, *Conversation analysis methods in researching language and education* // Encyclopedia of Language and Education. Vol. 8: Research Methods in Language and Education / N.H. Hornberger, D. Corson (Eds.). Dordrecht; Boston; London: Kluwer Academic Publishers, 1997, pp. 217-225.

The case method is a learning technique that uses a description of real (economic, social and business) situations. Caseologists refer the case study method to "advanced" active learning methods. The growing number of analyzed cases in a student's "baggage" increases the probability of application of a ready-made scheme of solutions of a proper situation, develops skills to solve more serious issues. Situational learning teaches to search and use the knowledge in a dynamic situation, developing flexibility of thinking. Ye. Zakharova believes that "competence-oriented professional education is aimed at mastering the activity that provides readiness to solve problems and tasks based on knowledge, professional and life experience, values, other internal and external resources"⁹.

The application of the case method on English classes in a professional environment pursues two complementary goals, namely: further improvement of communicative competence (linguistic and social and cultural) and the formation of professional qualities of students¹⁰. Introduction to the case (reading a professionally oriented text, which includes the problem in the specialty as it is in reality or with some shortening and minor adaptations and further rendering), independent search for a solution (internal monologue in English), the process of analyzing the situation during classes (monologue and dialogic speech both prepared and spontaneous) – all these are examples of communicative tasks.

Communication in the classroom related to the work on the case which covers debates, discussion, arguments, description, comparison, persuasion and other language acts, trains the skills of developing the correct strategy of language behavior, keeping with the norms and rules of English communication. The case method includes both a special type of educational material and special ways of its use in the training practice of the English language.

We recommend using the case method in foreign language classes in groups that have a certain stock of knowledge in the specialty and a

⁸ A. Duff. Patricia, *Case study research in applied linguistics*. New York: Lawrence Erlbaum, 2008, p. 233.

⁹ E.N. Zakharova, *On competence-based approach in educational activity*. The Bulletin of the Adyge State University. Series: Pedagogy and Psychology, 4, 2011, 32– 40.

¹⁰ L.R. Dan'kevych, N. Yu. Yamnych, *The use of case technologies in teaching of English for specific purpose*. Naukovyi visnyk NULES of Ukraine. Series: Pedagogy, psychology, philosophy, 2012, 175 (3), 268– 274.

sufficient level of foreign language proficiency. In addition, being a complex and effective method of teaching, the case method is not universal and effective only in combination with other methods of teaching foreign languages. However, the use of the case method in learning a foreign language increases the level of a foreign language in general. The method develops creative thinking, presentation skills, ability to lead a discussion, argue the answers; improves skills of professional reading in a foreign language and information processing; teaches to work in a team and make a collective decision. "In the course of business disciplines, students are provided with data on various aspects of the organization and operation of enterprises, get acquainted with the order of business documentation, write reports, make plans, generate ideas about the situation, build models, create an orderly list of characteristics or aspects of the situation, point of view, make strategic decisions, etc.¹¹". Under the conditions of interactive learning, students increase their sense of personal involvement in the training process and form responsibility for their own results. Discussion, analysis of real situations, brainstorming, business game, project task lead to the creation of a favorable psychological atmosphere in the classroom, increase the language and intellectual activity of students as well as their sense of self-confidence. The case method is an extremely effective tool that allows you to apply theoretical knowledge to solve practical problems.

Today it is impossible to imagine a traditional foreign language lesson without the use of modern technical teaching aids. However, new pedagogical technologies of their application are appearing which overturn traditional ways of working with students such as blended learning.

The other method which is widely used while teaching foreign languages, the efficiency of which has been proved by researchers, is the use of visual devices. One of the aim of the study is to investigate the impact of using visual devices to improve students' comprehension of professionally-oriented reading materials. In a present-day classroom, students are surrounded by visual imagery through computers, video, television, notice boards, textbook with pictures, photographs, mind maps, colourful animated presentations and other visual devices. It is obvious,

¹¹ L.R. Dan'kevych, N.Yu. Yamnych, *The use of case technologies in teaching of English for specific purpose*. Naukovyi visnyk NULES of Ukraine. Series: Pedagogy, psychology, philosophy, 175 (3), 2012, 268- 274.

that they have a certain influence on the learning process. However, it is not entirely clear what impact these images have on improving reading comprehension of EFL learners. The study focuses on analyzing the effect of using visual graphics as information organizers when working with reading materials to comprehend the facts and details, to compare and find similarities and contradictions, to form an opinion etc. The study also examines different forms of graphic organizers for achieving better comprehension of the professionally oriented texts.

When learning English for specific purposes, students have to process a large amount of textual information in a given limited time. In order to facilitate reading comprehension, EFL teachers use graphic organizers which can have various forms, from representations of objects in pictures or models to semantic and concept maps, story webs, hierarchical structures and cyclical diagrams.

Researchers suggest classification of learners into three groups: those who learn by looking, those who learn by listening, and those who learn by manipulating things, in other words – visual, auditory, and kinesthetic learners. The knowledge of what type of learner a student is can help a teacher to choose the appropriate method of presenting material. Although the use of graphic organizers as leaning tools is preferred by visual learners, they can make comprehension of the reading materials easier and more attractive for students with different learning styles.

According to Koda K. the goal of reading is to construct text meaning based on visually decoded information¹². Visual devices establish an association between a language and an image through the use of schematic drawings or pictures. Both types of information are processed and represented in our memory, and, therefore, inclusion of graphic devices in the process of reading will activate the sensory features and facilitate comprehension of the information, its recall and retention.

The use of graphic organizers helps teachers to indirectly motivate students to read and try to comprehend the reading material. The students find it more exciting to work on a graphic organizer by filling it with the information obtained from the reading passage. Such task-oriented activity develops and improves their creativity and critical thinking as they learn to identify the required information from the reading material, to classify and arrange it in templates drafted by readers themselves.

¹² K. Koda, *Reading and language learning: Cross linguistic constraints on second language reading development*. Language Learning, 57(1), 2007, 1-44.

Graphic organizers are classified into eight categories according to their learning purposes: KWL chart, history frames, word map, zooming in and zooming out – concepts, zooming in and zooming out – people, inquiry chart, Venn diagram, column notes. For example, a history frame allows students to look at a historical event and break the information down to understand its significance, the people and regions involved and any other important information.

The result of the research into the difference in performance between students who used graphic organizers while reading and those who did not, proves the effectiveness of using visual graphics by showing the improvement in students' understanding the content, namely, (1) identifying the main idea and finding the supporting evidence, (2) dealing with new vocabulary, (3) reasoning and (4) making summaries. Moreover, the use of visual graphics during reading comprehension sessions encouraged students to design their own graphic organizers for the texts they read on the self-study basis.

One of the aspects of this study was to define reading comprehension as the way students get the required information from the text which has to be done efficiently. The main problem the students see in reading is their concern about understanding every single word in the passage they are reading. For this reason, they frequently fail to identify the main theme and how it is developed in the sequence of paragraphs. Unlike the usual approach to reading the textual information, when most students mentally translate the content into their mother tongue and then respond to the comprehension questions through the time-consuming process of thinking in their native language and then translating it into English without verifying the accuracy of their translation, the use of graphic organizers may optimize their process of reading and decoding the passage for its logical and linguistic signals. Students can (1) learn the skill of classifying the information in the text schematically, (2) identify the main idea, topic sentences, significant supporting details, (3) recognize facts and opinion, etc. This logical classification of information leads to a holistic understanding of the text by students at a cognitively appropriate level.

According to Slavin R.E., learning through visuals helps students to understand the passage more effectively than other reading strategies, such as skimming, scanning, note taking, etc¹³. Graphic organizers or diagrams can play a more significant role in establishing connections,

¹³ R.E. Slavin, *Educational psychology: Theory and practice*. NY: Pearson, 2011, 608.

depicting the theme and the content, illustrating concepts and relationships between concepts discussed in the passage. If students are able to connect previous knowledge with what has been learnt and can identify relationships between those areas, it means that graphic organizers have been efficient in facilitating their learning process. However, an important issue about how a graphic organizer should be designed for teaching purposes remains open for research.

Conclusions

According to the results of our applied research, it is established that the case method can be used as extremely effective to achieve the goals of learning a professional foreign language and intercultural adaptation. Among the disadvantages of using this method of organization of training process there is the fact that it is difficult to guarantee the independence of doing all tasks in case of individual students.

As the technology of flipped learning involves changing the roles of both a student and teacher students learn to take responsibility for their own knowledge and competencies, get an incentive for further creativity and practical application of gained knowledge. And the teachers, on the other hand, improve their own level of scientific and methodological training and create conditions for active cooperation of all participants of the learning process.

We want to conclude that communicative methods have a number of features that distinguish them from other traditional methods. Most of them are developed on the basis of integration of traditional and modern methods of teaching foreign languages. However, the traditional methodology for finding the most effective teaching methods should not be underestimated. Therefore, it is necessary to combine different approaches using their strengths to achieve the desired result – the formation of communication skills and foreign language skills.

REFERENCES

Bagramova, N.V., (1993), *Lingvo-methodical principles of teaching of lexical aspect of oral speech in English as the second foreign language in pedagogic higher education institution*. Saint Petersburg, 504 p.

Vardashkina, E.V. Available at: <http://sibac.info/index.php/2009-07-01-10-21-16/1125-2012-02-09-10-30-07>.

Dan'kevych, L.R., Yamnych, N. Yu., (2012), *The use of case technologies in teaching of English for specific purpose*. Naukovyi visnyk NULES of Ukraine. Series: Pedagogy, psychology, philosophy, 175 (3), 268– 274.

Zagal'no evropeis'ki rekomendatsii zmovnoiosvity: vyvchennia, vykladannia, otsiniuvannia / Naukovyi redactor ukrains'kogo vydanniadoc. ped. sc., prof. S. Yu. Nikolaeva. – Kyiv: Lenvit, 2003, 273 p.

Zakharova, E.N., (2011), *On competence-based approach in educational activity*. The Bulletin of the Adyghe State University. Series: Pedagogy and Psychology, 4, 32– 40.

Kostina, E.V., (2010), *The model of blended learning and its use in foreign languages teaching*. *Izvestia vysshih uchebnyh zavedenii*. Series: The Humanities, 1 (2), 141–144.

Yamnych, N. Yu., Kharchuk, N.S., (2015), *Innovations in current education quality management*. Naukovyi visnyk NULES of Ukraine. Series: Philological sciences, 225 (2), 173–178.

Faltis, C., (1997), *Case study methods in researching language and education // Encyclopedia of Language and Education*. Vol. 8: Research Methods in Language and Education / N.H. Hornberger, D. Corson (Eds.). Dordrecht; Boston; London: Kluwer Academic Publishers, pp. 125–127.

Heap, J., (1997), *Conversation analysis methods in researching language and education // Encyclopedia of Language and Education*. Vol. 8: Research Methods in Language and Education / N.H. Hornberger, D. Corson (Eds.). Dordrecht; Boston; London: Kluwer Academic Publishers, pp. 217–225.

Koda, K., (2007), *Reading and language learning: Cross linguistic constraints on second language reading development*. *Language Learning*, 57(1), 1-44.

Patricia, A. Duff, (2008), *Case study research in applied linguistics*. New York: Lawrence Erlbaum, p. 233.

Slavin, R.E., (2011), *Educational psychology: Theory and practice*. NY: Pearson, 608.

Shanaieva-Tsymbal, L., Kachmarchyk S., Khrystiuk S., (2019), *Using blended learning technology in foreign language communicative competence forming of future International relations specialists*. *Revista Romaneasca pentru Educatie Multidimensional*. –Volume 11, Issue 4, p. 84-99.

<https://lumenpublishing.com/journals/index.php/rrem/article/view/1555/pdf>

THE PROBLEM OF CLASSIFICATION OF DIGITAL LEARNING RESOURCES

OLENA BALALAEVA*

olena.balalaeva@gmail.com

Abstract: *The article deals with the issues relating to the systematization and classification of digital learning resources. In particular, the purpose of this paper is to analyze traditional and current classifications of such resources. In accordance with the purpose hierarchical and faceted classifications of digital learning resources are analyzed, their advantages and disadvantages are highlighted. It was found, that the positive aspects of the hierarchical classification are traditionalism and relative simplicity of structure, the negative – its inexhaustibility, ambiguity and rigidity of the scheme, so the method of hierarchy is better applied to objects with relatively stable features. The main advantage of faceted classification is the flexibility of its structure, which causes good adaptability to the changing nature of the issues, which is especially relevant for the classification of digital learning resources, which due to relative novelty and rapid development have not stable features, the very concept of which is constantly clarified and concretized in content and scope.*

Keywords: *digital learning resources, digital tools, systematization, hierarchical classifications, faceted classifications.*

Introduction

Currently, in pedagogical research, the concept of "digital learning resource" is in the area of heterogeneous multi-vector interpretations. The problem of classification of such resources is inextricably linked with the issue of their nomenclature and is one of the most difficult and ambiguous to solve¹. The concept itself has several synonymous designations: "electronic educational resource", "e-learning resource", "computer-based training tools", "educational software", "computer learning tool", "digital education tools", etc., the simultaneous rotation of which leads to

* Associate Prof. PhD., Faculty of Humanities and Pedagogy, National University of Life and Environmental Sciences of Ukraine, Kyiv.

¹ O. Yu. Balalaieva, *Design of Electronic Textbooks in Latin Language for Higher Agricultural Educational Institutions*. Thesis for Candidate Degree in pedagogy, Kyiv, Institute of Information Technology and Learning Tools, 2016.

terminological inconsistency and confusion. Redundancy and disorder of terms actualize the need for systematization of concepts.

Today, scientists do not have a single point of view on the classification of e-learning resources and their nomenclature system. Despite some differences, these concepts have a lot in common. Many scholars (I. Krevskiy, T. Glotova, M. Deev, S. Matyukin et al.) define the concept "electronic educational resource" or "e-learning resource" as an "educational resource represented in digital form and included structure, subject content and metadata about them. ELR may include data, information, and software necessary for its use in the learning process"².

The term "digital learning resource" is more recent and "refers to digital resources such as applications (apps), software, programs, or websites that engage students in learning activities and support students' learning goals"³.

Issues of classification of such resources (under various names) were highlighted in the works of O. Alekseev, O. Balykina, O. & I. Bashmakov, M. Belyaev, A. Gurzhiya, V. Demkina, L. Zainutdynova, B. Kryvytsky, V. Lapinsky, Y. Mashbyts, V. Osadchy, C. Rakova, I. Robert, M. Shishkina and al. Despite the relatively large number of works, devoted to various aspects of this problem, it remains relevant for today's pedagogy. In particular, there is a lack of research on this phenomenon from the standpoint of the theory of classification in the modern pedagogical literature.

The purpose of the article is to analyze traditional and current classifications of digital learning resources.

Hierarchical and faceted classifications of digital learning resources

In a broad sense, classification is a system of subordinate concepts (classes, objects) of any field of knowledge, presented in the form of schemes (tables) and used as a method to determine links and relations between these concepts or classes of objects, and also for exact navigation in a variety of concepts or relevant objects. The classification should fix the regular relations between the classes of objects in order to determine the

² I. Krevskiy, T. Glotova, M. Deev, & S. Matyukin, Models for Cooperation Continuing Educations of Specialist with Life Cycle of E-Learning Resources and Educational Programs in *Handbook of Research on Estimation and Control Techniques in E-Learning Systems*, IGI Global, 2016, p. 258.

³ *National Study of English Learners and Digital Learning Resources, Developer Toolkit: Creating Educational Technology for English Learners*, Washington, D.C., 2018, p. 22.

place of the object in the system, which determines its properties. Today, the dynamics of the process of information technology development, the creation of new learning tools based on them is increasing every year, their didactic potential is growing, at the same time other electronic tools, which were considered progressive, are becoming morally obsolete. It is quite problematic to expect in such fleeting conditions until the definitions of concepts crystallize for their further systematization. We believe the processes of nomination and classification to be interrelated and interdependent aspects of research, and we consider classification itself as a powerful factor in the formation of new knowledge⁴.

According to Yakushkin, the practical need for classification stimulates the development of theoretical aspects of science, and building classification is a new stage ("leap") in the development of knowledge. Classification based on scientific principles not only give a detailed picture of the state of science or its fragment but also allows us to make informed predictions about the still unknown facts or patterns⁵.

The first classifications of electronic educational resources were built on a hierarchical method, in which a given set is successively divided into subordinate subsets, gradually specifying the object of classification. The basis of the division is a certain feature or criterion. The set of obtained groups forms a hierarchical tree structure in the form of a branched graph, the nodes of which are groups. Hierarchical classifications of electronic educational resources have a strong tradition in the theory of pedagogy. Among the most famous are the classifications by function in the educational process, pedagogical purpose, didactic purpose, etc. Let's illustrate the application of the hierarchical method on the example of the original classification of electronic learning tools by the type of activity, proposed by Shyshkina⁶. The group of terms of the upper level of the hierarchy includes those that characterize these tools in general: "computer-assisted learning tools", "electronic learning tools", etc.

⁴ O. Balalaieva, Structural and organizational procedural characteristics of electronic educational resources design. *Information Technologies and Learning Tools*, 2016, 54(4), 108-118.

⁵ Classification in *Bol'shaja sovetskaja enciklopedija*: in 30 vol. 3rd edition, Moscow, Sovetskaja enciklopedija, 1973. Vol. 12: Kvarner – Koigur, p. 269.

⁶ M.P. Shyshkina, The classification of computer-assisted learning tools. *Naukovi zapysky. Series: Pedagogichni nauky*, 2009, 82 (2), 286–292.

There are two groups of tools at the next level of the hierarchy:

1) tools with elements of artificial intelligence, which include modeling environments and intelligent systems for educational purposes, which, in turn, are divided into intelligent knowledge control systems, intelligent simulations, knowledge bases and expert systems for educational purposes (educational dialogue systems, proof systems theorems, classification systems, language learning systems, problem-oriented systems);

2) tools without elements of artificial intelligence (multimedia manuals and encyclopedias, knowledge control tools, databases, virtual laboratories, multimedia interactive environments).

Dimitracopoulou describes 10 categories of educational software: 1) Simulation systems (that simulate the behavior of a phenomenon, of an apparatus or a machine); 2) Modelling systems (that allow expressing and exploring models in one or multiple modelling formalisms and symbolic languages); 3) Educational Robotics and Media Based Laboratory (that captures the data from real experiments and visualize them); 4) Programmable system (that allow students to program with a set of basic entities and); 5) Virtual Reality applications (specificities are due to the 3D graphics); 6) Educational games; 7) Hypermedia-based learning systems; 8) Drill and practices software; 9) Intelligent tutoring systems or intelligent problem solving systems; 10) Collaborative Distance learning systems (have specific components and tools that allow collaboration through action and dialogue by distance, in a synchronous or asynchronous way). However, categories of this classification overlap. As the author admitted, virtual reality applications may be included in various other systems (e.g. simulation or modelling one), collaborative distance learning systems may belong in different previous categories, etc.⁷

Nagata describes 11 types of educational software: 1) Authoring System; 2) Graphic Software; 3) Reference Software; 4) Desktop Publishing; 5) Tutorial Software; 6) Educational Games; 7) Simulations; 8)

⁷ A. Dimitracopoulou, *Learning environments and Usability: Appropriateness and complementarity of evaluation methods*. 2001 Available at:

https://www.researchgate.net/publication/228950241_Learning_environments_and_Usability_Appropriateness_and_complementarity_of_evaluation_methods

Drill and Practice Software; 9) Math Problem Solving Software; 10) Utility Software; 11) Special Needs Software⁸.

Undoubtedly, such classifications have their advantages, the main of which are their traditionalism and relative simplicity of building. However, according to many researchers, the disadvantage of hierarchical classification is the poor flexibility of the structure due to the fixed basis of division and a predetermined order, which prevents the inclusion of new objects and classification groups – therefore, change in the composition of classification objects requires rebuilding the whole classification scheme.

According to Subotin, new findings easily fit into a good classification, as well as into a good theory, without affecting its stability, but on the contrary, stabilizing it even more. Classifications based on one or a few features often lead to the building of artificial groups, which are sooner or later abandoned; while complexes based on many essential properties of objects have objective flexibility and, allowing for improvement, are preserved⁹. A certain limitation of hierarchical classifications arises from the very principle of the hierarchy, according to which each object can be assigned to only one class, as a result of which classifications are ambiguous or excessive.

Mashbyts consider that the most significant limitation in attempts to build a scientific classification of computer training systems is due to the fact that the authors of such classifications seek to find one basis for them. The most important requirement for classification is that it must be multifaceted, as learning technology includes a variety of ways to implement¹⁰. Classifications, based on several features of objects, are built on the faceted method, which involves the parallel division of many objects into independent classification groups. At the same time, there is no rigid classification structure and pre-constructed closed groups. Classification groups are built by a combination of values taken from the facets¹¹. Thus, faceted classification is several independent classifications that are built simultaneously on different grounds; it is a set, the elements

⁸ S. Nagata, What You Need To Know About Educational Software. *ELearning Industry*, 2017. Available at: <https://elearningindustry.com/need-know-educational-software>

⁹ A.L. Subbotin, *Classification*. Moscow: IF RAN, 2001, p. 78.

¹⁰ E. I. Mashbyts, *Psychological and pedagogical problems of computerization of learning*. Moscow, 2008, p. 27

¹¹ J. Bogachkov, P. Wuhan, Application of qualifiers in the systems of measurement of the level of educational achievements. *Information Technology and Learning Tools*, 2007, 3(4). Available at: <http://www.nbu.gov.ua/e-journals/ITZN/em4/emg.html>

of which are sets, the concepts in it are represented as the intersection of a series¹².

Consider the faceted classifications of electronic educational tools. One of the first attempts to systematize computer-based training tools was made by Kryvytskyi, who proposed classification on two grounds: the type of educational activity and pedagogical purpose. By the first criterion, computer educational tools are divided into intended for group work (face-to-face, classroom) and individual work; by the second – for informative, control and training tools. The most important for the practice of higher education, the scientist considers the tools for individual work, among which distinguishes the following ones: 1) electronic textbooks, which perform the traditional didactic functions of the textbook, but have additional capabilities provided by computer technology; 2) commercial subject-oriented educational software; 3) electronic (computer) models for the development of research skills; 4) specialized computer programs designed to provide certain parts of training courses; 5) tools for the development of subject-oriented didactic programs; 6) packages of application programs 7) personal online learning tools; 8) computer distance learning tools¹³.

In our opinion, this classification is difficult to call scientific, because it is impossible to identify clear criteria for division (we have counted at least three: pedagogical purpose, commercial conditions of software distribution, technology). The essential characteristics of objects and the principles of their contraposition are unclear. Thus, electronic textbooks, specialized computer training programs, electronic models, packages of application programs are widely used in distance learning, can have both free and commercial software, etc.

Antonova et al. also offer two criteria for the classification of educational electronic resources: 1) the contingent of students; 2) place in the educational process and identify following ones: informative and referral sources (encyclopedias, manuals, dictionaries, etc.) that provide general information support, not linked to a concrete course program or didactic scheme and intended for use in solving creative learning tasks; for supporting the educational process (electronic textbooks), designed to

¹² O. Balalaieva, Facet classifications of e-learning tools. *Information Technologies and Learning Tools*, 2013, 6 (38), 41-52.

¹³ B.H. Kryvytskyi, About systematization of computer training tools. *Educational Technology & Society*. 2000, 3(3). Available at:

http://ifets.ieee.org/russian/depository/v3_i3/html/3.html

study the subject "from scratch" to the limits of the subject area defined by the curriculum, which includes all types of educational activities: obtaining information, practice, testing; general cultural nature, designed to expand the cultural environment, the worldview of students¹⁴.

A detailed analysis of electronic (software) tools for educational purposes and their classification was undertaken by Robert, who identifies problem-oriented, object-oriented and subject-oriented tools. Scientist identifies following software tools by a functional purpose: 1) pedagogical, designed to organize and support the user's educational dialogue with the computer, the purpose of which is to provide educational information and guide learning, taking into account the student's individual capabilities and preferences; 2) diagnostic, testing; 3) instrumental, for the design of educational software; 4) subject-oriented software environments; 5) for the development of a culture of educational activities and information culture; 6) for processing the results of the experiment; 7) for managing the actions of real objects; 8) learning programming environments; 9) performing of some teacher's functions; 10) for automated process of information and methodological support in the educational institution; 11) service engines; 12) educational games.

By methodological purpose, the following types of educational software are identified: 1) learning, the purpose of which is to provide knowledge, develop skills of educational and (or) practical activities; 2) simulations to practice skills, educational activities, self-training; 3) for monitoring and control (self-control); 4) informative and retrieval, informative and referral; 5) imitation, representing a certain aspect of reality to study its main characteristics; 6) modeling tools; 7) demonstrative; 8) educational games; 9) recreational¹⁵.

The classification proposed by Robert is adopted by many scholars. No less popular is Zaintudinova's classification, which identifies the following three types of educational software by their purpose: 1) pedagogical software (service, tools for monitoring and testing the level of knowledge, for mathematical and imitation modeling, simulations); 2) information retrieval systems designed for input, storage and presentation of information (databases, knowledge bases); 3) learning

¹⁴ S. Antonova, A. Vahrusheva. *Modern textbook: creation and publication*. Moscow: MGU, 2004, p. 80.

¹⁵ I. Robert, *Modern information technologies in education: didactics problems, prospects of their using*. Moscow: RAO, 2010, p. 169.

systems (automation software, electronic textbooks, expert-educational systems, intelligent educational systems)¹⁶.

Zajnutdinova also offers a four-level typification of educational software by the form of providing information to the user: 1) containing educational information only in verbal form; 2) containing educational information in verbalized and two-dimensional graphics the form of; 3) multimedia, containing information in the form of three-dimensional graphics, sound, video and partially - in verbal form; 4) virtual reality, which provides not only sound and visual but also tactile information, creates the illusion of presence in a stereoscopically represented screen world¹⁷.

Balykina offers to take the form of learning as a basis for classification, considering it in the context of the chain "theory - practice - control", and the method of management of educational activities and describes seven classes of educational software: 1) informational; 2) diagnostic; 3) drill and practice; 4) tutorial; 5) modeling; 6) games; 7) combined.

Among the additional bases for classification, Balykina determines Wellington's criterion (according to the degree of user freedom) and Lerner's criterion (according to teaching methods) and singles out the following classes of educational software: 1) explanatory-illustrative, 2) reproductive, 3) problematic, 4) heuristic, 5) research¹⁸.

Alekseev proposes five classification categories, according to which he distinguishes the following electronic educational editions:

1) according to the model of physical and industrial objects and processes: an object of artificial reality, multimedia laboratory, calculation model, graphic form, symbolic form;

2) by the form of work: remote, deferred access, face-to-face;

3) by a methodical purpose: descriptive and illustrative, demonstrative, training, testing and diagnostics, methodical, regulatory, reference, auxiliary;

4) by the method of providing access to materials: local, locally distributed, corporate and unrestricted access;

¹⁶ L.H. Zajnutdinova, *Creation and use of electronic textbooks (on example of technical disciplines)*. Astrakhan, 1999, p. 56.

¹⁷ Ibidem.

¹⁸ E.N. Balykina, *Classification of computer training programs (on example of historical disciplines)*. *Range of ideas: Historical information science in the information society*. Proceedings of the VII Conference of the Association «History and Computer». Barnaul: MGOA-AGU, 2001, 455-480.

5) by the technologies of formation of professional competencies: modular, project, problem, multilevel, programmed, brigade, reproductive training¹⁹.

Bashmakovs developed a classification of computer-based teaching aids according to nine criteria: the nature of the subject, pedagogical tasks, broad coverage, level of education, use of technology, form of information presentation, nature of the object or process model, the type of interface, the implementation of intelligent functions. In particular, according to pedagogical tasks, researchers identify the following computer tools: 1) for fundamental and technical training (computer textbooks, training systems and learning management systems); 2) for practical training (workbooks, drills, simulations); 3) auxiliary (computer laboratory, reference books); 4) complex²⁰.

Belyaev and al. consider computer teaching aids as components of educational electronic editions and identify the following main types: general service software, software for monitoring and measuring the level of knowledge and skills, simulations, software for mathematical and simulation modeling, software for remote access and virtual laboratories, information retrieval reference systems, automated educational systems, electronic textbooks, expert systems, intelligent systems, automation of professional activity²¹.

The classification of educational electronic editions is based on ten criteria. In particular, for the classification of educational electronic editions by methodological purpose, the already mentioned Robert's classification of educational software was adapted. Educational electronic editions are also classified according to such criteria as training methods, education system, didactic focus, a form of presentation, distribution technology, type of interaction.

According to the level of didactic potential, four main groups of educational electronic editions are described: 1) declarative editions –

¹⁹ O.M. Aleksyeyev, Distinctive classification characteristics of electronic textbooks for engineering. *Naukovyy chasopys NPU imeni M.P. Drahomanova. Series Computer-oriented educational systems*. Kyiv: NPU im. M. P. Drahomanova, 2010, 8 (15), 129–134.

²⁰ A.I. Bashmakov & I.A. Bashmakov, *The development of computer textbooks and training systems*. Moscow: Filin, 2003, p. 23.

²¹ M.I. Beljaev et al., Fundamentals of Concept of educational electronic editions creation. *Proceedings of the Conference «The main trends of electronic educational editions and resources»*, 2002, pp. 24-50.

printed materials and its electronic copies, audio and video, etc., the main didactic function of which is the introduction into learning material; 2) declarative tools – electronic textbooks, virtual classrooms, testing systems, the main didactic functions of which are comprehension, consolidation and control; 3) virtual simulations, learning laboratories and other computer systems, the main didactic purpose of which is to form and develop an unarticulated part of knowledge and skills; 4) computer systems for automation of professional activity or their educational analogs in the form of application packages, with using which the learning process takes place in the mode of research. According to the logical framework's character, electronic educational editions based on deduction, induction, abduction, analogy are distinguished.

Some of these criteria are discussed in the work of Demkin & Mozhaeva, who believe that the classification of educational electronic editions can be based on conventional methods of classification of educational editions, electronic editions and software and offer the following criteria: functional feature, structure, organization of the text, the nature of the information provided, the form of presentation, purpose, the presence of the printed equivalent, the nature of the basic information, distribution technology, the nature of interaction with the user²².

Osadchy & Sharov, in addition to the classification of electronic educational editions by purpose, mentioned twelve other classification criteria, namely: application, number of users, methods of presenting information, methods of feedback implementation, structure, method of individualization, scope, level of information culture of the user, interactivity, complexity, universality, cost of technology²³.

Warner et al. identify 3 categories of Digital Learning Resources: Digital academic content tools, Digital productivity tools and Digital communication tools²⁴.

Digital academic content tools offer academic content resources and/or engage students in activities to learn academic content or skills, including, but not limited to, language and literacy content or skills:

²² V.P. Demkin, G.V. Mozhaeva, *The classification of educational electronic editions: the major principles and criteria*. Tomsk: TGU, 2003, p. 8.

²³ V.V. Osadchyy, S.V. Sharov, *Designing an electronic textbook: Principles, requirements and recommendations*. Melitopol: RVTs MDPU, 2011, p. 23.

²⁴ *National Study of English Learners and Digital Learning Resources, Developer Toolkit: Creating Educational Technology for English Learners*, Washington, D.C., 2018, p. 22.

- Designed learning activities: interactive tutorials or lessons (adaptive and other), practice and assessment tools, dynamic modeling or simulation tools, virtual worlds;
- References/resources: dictionaries, encyclopedias, e-books, topic blogs, and/or topic-focused websites; visual and auditory topic-related resources;
- Language resource tools: translation and articulation tools.

Digital Productivity Tools include software, applications, programs, or websites that students use to plan, document, organize, and analyze content:

- Presentation tools;
- Word processing tools;
- Information analysis tools: spreadsheet and data analysis tools;
- Information organization tools: concept-mapping tools and story templates.

Digital Communication Tools include software, applications, programs, or websites that students use to communicate, collaborate, network, or present information:

Asynchronous/ synchronous text communications: discussion boards or forums, emails, text messaging, chats;

- Reflection tools: blogs or student journal;
- Videoconferencing/meeting tools;
- Project collaboration tools.
- And multiple individual DLRs can be combined in an integrated set.²⁵

Conclusions

Thus, all classifications of Digital Learning Resources and their predecessors have both advantages and disadvantages. The positive aspects of the hierarchical classification are traditionalism and relative simplicity of structure, the negative – its inexhaustibility, ambiguity and rigidity of the scheme, so the method of hierarchy is better applied to objects with relatively stable features. In contrast to the hierarchical, faceted classification does not provide a rigid structure, there are several

²⁵ Ibidem.

independent classifications that are carried out simultaneously on different grounds²⁶.

The advantages of faceted classification are the ability to create a classification of great depth by creating a large number of features for the formation of groups, the possibility of a simple modification of the entire system. Despite the shortcomings of the faceted method of classification, which include the complexity of construction and incomplete use of capacity, we consider it promising for further systematization of digital learning resources, which are developing dynamically. Summarizing the above, we believe that the main advantage of faceted classification is the flexibility of its structure, which causes good adaptability to the changing nature of the issues, which is especially relevant for the classification of digital learning resources, which due to relative novelty and rapid development have not stable features, the very concept of which is constantly clarified and concretized in content and scope.

REFERENCES

Aleksyeyev, O.M., (2010), Distinctive classification characteristics of electronic textbooks for engineering. *Naukovyy chasopys NPU imeni M.P. Drahomanova. Series Computer-oriented educational systems*. Kyiv: NPU im. M.P. Drahomanova, 8 (15), 129-134.

Antonova, S., Vahrusheva, A., (2004), *Modern textbook: creation and publication*. Moscow: MGU.

Balalaieva, O.Yu., (2016), *Design of Electronic Textbooks in Latin Language for Higher Agricultural Educational Institutions*. Thesis for Candidate Degree in pedagogy. Kyiv, Institute of Information Technology and Learning Tools.

Balalaieva, O., (2013), Facet classifications of e-learning tools. *Information Technologies and Learning Tools*, 6 (38), 41-52.

Balalaieva, O., (2016), Structural and organizational procedural characteristics of electronic educational resources design. *Information Technologies and Learning Tools*, 54(4), 108-118.

Balykina, E.N., (2001), Classification of computer training programs (on example of historical disciplines). *Range of ideas: Historical information science in the information society*. Proceedings of the VII Conference of the

²⁶ O. Balalaieva, Facet classifications of e-learning tools. *Information Technologies and Learning Tools*, 2013, 6 (38), 41-52.

Association «History and Computer». Barnaul: MGOA-AGU, 455–480.

Bashmakov, A.I. & Bashmakov I.A., (2003), *The development of computer textbooks and training systems*. Moscow: Filin.

Beljaev, M.I. et al., (2002), Fundamentals of Concept of educational electronic editions creation. *Proceedings of the Conference «The main trends of electronic educational editions and resources»*, 24-50.

Bogachkov, J., Wuhan, P., (2007), Application of qualifiers in the systems of measurement of the level of educational achievements. *Information Technology and Learning Tools*, 3(4). Available at: <http://www.nbu.gov.ua/e-journals/ITZN/em4/emg.html>

Classification in *Bol'shaja sovetskaja enciklopedija* (1973): in 30 vol. 3rd edition, Moscow, Sovetskaja enciklopedija. Vol. 12: Kvarner – Koigur.

Demkin, V.P., Mozhaeva, G.V., (2003), *The classification of educational electronic editions: the major principles and criteria*. Tomsk: TGU.

Dimitracopoulou, A., (2001), *Learning environments and Usability: Appropriateness and complementarity of evaluation methods*. Available at:

https://www.researchgate.net/publication/228950241_Learning_environments_and_Usability_Appropriateness_and_complementarity_of_evaluation_methods

Krevskiy, I., Glotova, T., Deev, M., & Matyukin, S., (2016), Models for Cooperation Continuing Educations of Specialist with Life Cycle of E-Learning Resources and Educational Programs in *Handbook of Research on Estimation and Control Techniques in E-Learning Systems*, IGI Global.

Kryvytskyi, B.H., (2000), About systematization of computer training tools. *Educational Technology & Society*, 3(3). Available at:

http://ifets.ieee.org/russian/depository/v3_i3/html/3.html

Mashbits, Ye.I., (2008), *Psychological and pedagogical problems of computerization of education*. Moscow, Pedagogika.

Nagata, S., (2017), What You Need to Know About Educational Software. *E-Learning Industry*. Available at:

<https://elearningindustry.com/need-know-educational-software>

National Study of English Learners and Digital Learning Resources, Developer Toolkit: Creating Educational Technology for English Learners (2018), Washington, D.C.

Osadchyy, V.V., Sharov, S.V., (2011), *Designing an electronic textbook: Principles, requirements and recommendations*. Melitopol: RVTs MDPU.

Robert, I., (2010), *Modern information technologies in education: didactics problems, prospects of their using*. Moscow: RAO.

Shyshkina, M.P., (2009), The classification of computer-assisted

learning tools. *Naukovi zapysky. Series: Pedagogichni nauky*, 82 (2), 286–292.

Subbotin, A.L., (2001), *Classification*. Moscow: IF RAN.

Zajnutdinova L.H., (1999), *Creation and use of electronic textbooks (on example of technical disciplines)*. Astrakhan.

THE PROBLEM OF FORMATION OF FUTURE SPECIALISTS' HUMANISTIC ORIENTATION IN PEDAGOGICAL THEORY

OLENA SYROTINA*

o.mishak@nubip.edu.ua

Abstract: *The article presents the results of the theoretical analysis of the scientific and pedagogical literature on the current state of the problem development of forming the humanistic orientation of future specialists. Based on analysis of the literature the definition of the essence of the humanistic orientation concept, its structural components have been specified. The author considers and analyzes the different views of scientists on the problem of humanistic orientation of future specialists and peculiarities of its formation in the process of vocational training. The content and structural characteristics of the humanistic orientation of future specialists (agronomists, teachers, economists, managers, ecologists, lawyers) and the peculiarities of its formation in the process of professional training are analyzed. Researchers find a consensus in the statement that the humanistic orientation is an integral condition for forming a holistic personality of a specialist with a high level of professionalism, capable of productive and effective professional activity.*

Keywords: *humanistic orientation, ways of formation, pedagogical literature, vocational training, future specialist, structure, components.*

Introduction

Due to the rapid changes in all spheres of life, including education, the problem of training specialists with higher education for various industries is becoming urgent. Professional training of future specialists in universities should not be limited to the transfer of certain knowledge and the formation of professional skills. The new conditions require a new professional and sociopsychological model of a humanist, who has not only deep knowledge but also high moral and intellectual potential, humanistic attitude to work, broad outlook, a sense of high responsibility to society and the people for their actions.

Given this, modern vocational education should be aimed at training a specialist who can understand the relevance of the humanistic trend in

* PhD. in Pedagogy, senior lecturer at National University of Life and Environmental Sciences of Ukraine.

society and the importance of the humanistic orientation of his professional activity.

However, it should be noted that the situation of the vocational education system is further complicated by the fact that it needs to combine the incompatible: to train a professional who will work in a fierce competition, and at the same time to form a humanistically oriented person with reflection and immunity against spirituality.

Literature Review

The analysis of the scientific literature gives an idea of the development state of the problem of forming the humanistic orientation in the young generation. In modern scientific research, the problem of formation of humanistic orientation in students is widely disclosed. In the context of the study, the scientific works devoted to the formation of this quality in future social educators (N. Bocharina), junior lawyers (V. Vasylyk), managers of the production sphere (I. Gerasimova), future biotechnologists (E. Myshak), agronomists (N. Nerukh), managers-economists (M. Opolskaya, V. Parkhomenko, G. Cherusheva), ecologists (I. Tymchuk), teachers-musicians (I. Kochurska), primary school teachers (A. Kudusova) are significant.

Analysis of scientific research in the field of pedagogy, psychology, philosophy, sociology indicates the need for the formation of humanistic orientation as an integral part of the professional activities of future professionals, proves the relevance of forming the phenomenon during the study of students in a higher educational institution.

The purpose of our work

The purpose of the article is to analyze the scientific and pedagogical literature on the current state of research on the problem of forming the humanistic orientation of future specialists.

The definition of humanistic orientation of the person

The generalization of the research of scientists allowed us to conclude that the ultimate goal of higher professional education, based on the principles of humanization, should be the formation of humanistic orientation of the specialist personality.

Humanistic orientation, according to I. Zyazyun¹, is one of the most important characteristics of a person's professional skills. It testifies to the affirmation in word and work of the highest spiritual values, moral norms of behavior and attitudes.

Under the humanistic orientation I. Gerasimova understands the dialectical unity of motivational and value orientations of the individual, based on the attitude to a person as the highest value, appropriate actions and the desire to acquire relevant knowledge².

N. Nerukh considers the recognition of a person as the highest social value, respect for the individual, his requests and interests, his personal goals and aspirations, creation of maximum conditions for the fullest disclosure of his abilities, for his constant self-improvement and self-affirmation

In accordance with the semantic load, the concept of "humanistic" ("aimed at a person" as a value) in the context of our research under the "humanistic orientation of a personality" we mean an integrative property of a personality, which is realized in its activities for others. In turn, the humanistic orientation of the future specialist has its own characteristics, depending on the type of activity for which he is preparing, therefore, scientists determine the essence of this phenomenon in different ways.

So, under the "humanistic orientation of a lawyer" as a stable personal quality V. Vasylyk³ understands the dialectical unity of knowledge, motivational and value orientations (moral principles, motives, attitudes) and methods of action that are based on the attitude as a whole to humanity and to each individual person as the main social and individual value.

M. Opol'skaya⁴ defines "the humanistic orientation of a future manager-economist" as the main professional quality that directs the

¹ I.A. Zyazyun, *Humanistychna paradyhma v osviti. Kotsepsiya humanizmu v stanovlenni ta rozvytku profesiynoyi osvity*. Odesa, 1997, p. 9.

² I.H. Herasymova, *Humanizatsiya profesiynoyi pidhotovky maybutnikh menedzheriv vyrobnychoyi sfery: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 2002, p. 36.

³ V.V. Vasylyk, *Humanistychni spryamuvannya profesiynoyi pidhotovky maybutnikh molodshykh spetsialistiv yurystiv u protsesi vyvchennya pravovykh dystsyplin: (avtoreferat dysertatsiyi na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 2014, p. 7.

⁴ M.V. Opol'ska, *Formuvannya humanistychnoyi spryamovanosti maybutnikh menedzheriv-ekonomistiv u protsesi profesiynoyi pidhotovky: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.07 «Teoriya i metodyka vykhovannya»)*. Kyiv, 2009, p. 84.

actions of the manager to make administrative decisions in relation to the personality of the subordinate from a humanistic point of view.

In the research of N. Bocharina⁵, we find the definition of "the humanistic orientation of a future social teacher." According to the researcher, this is an integrated personal education that accumulates social motives, altruistic attitudes, humanistic beliefs that determine the style of pedagogical interaction based on moral and ethical culture.

According to E. Myshak⁶ "the humanistic orientation of a biotechnologist" is an integrative quality of a person, which determines his behavior in accordance with the ideas of humanism – recognition of the intrinsic value of a person, his rights to personal development and a happy life, a humane attitude towards people, the desire to create such humane technologies that are not only will benefit others, but will also contribute to the preservation of humanity and the biological authenticity of living nature as such, creating a new environment for life.

I. Tymchuk⁷ defines the "humanistically oriented personality of a future ecologist" as a person living in harmony with people and nature; treating people and nature as the highest value; which is characterized by a formed eco centric type of ecological consciousness; this is a person who has the right to develop his abilities, to happiness and freedom.

I. Kochurska⁸ defines the "humanistic orientation of the personality of a teacher-musician" as an integrative quality of a specialist, which includes: a system of internal motives and value orientations to identify humanity towards people (regardless of gender) and towards oneself; awareness of the problems of humanization, gender aspect in the field of

⁵ N.O. Bocharina, *Psykhologichni osoblyvosti formuvannya humanistychnoyi spryamovanosti maybutn'oho sotsial'noho pedahoha: (dysertatsiya na zdobuttya naukovooho stupenya kandydata psykhologichnykh nauk zi spetsial'nosti «Pedahohichna ta vikova psykhologhiya» 19.00.07)*. Pereyaslav-Khmeln'nyts'kyy, 2012, p. 64.

⁶ H.A. Myshak, *The Formation of Future Biotechnologists' Humanistic Orientation in Professional Training at Higher Agricultural Educational Establishments: avtoreferat dysertatsiyi na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»*. Khmelnytskyi, 2019, p. 9.

⁷ I.M. Tymchuk, *Pedahohichni umovy humanizatsiyi navchannya maybutnikh ekolohiv u protsesi fakhovoyi pidhotovky: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»*). Vinnytsya, 2010. p. 24.

⁸ I.V. Kochurska, *Pedahohichni umovy humanizatsiyi profesiynoyi pidhotovky maybutnikh pedahohiv-muzykantiv u mystets'kykh navchal'nykh zakladakh: (avtoreferat dysertatsiyi na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»*). Kyiv, 2018. p. 4.

music education; a complex of humane qualities; the ability to interact with people on the basis of tolerance, mutual respect, partnership, the desire of a specialist for self-development and self-realization.

Characteristic of the structure of humanistic orientation

Also, in our opinion, it is necessary to describe the existing approaches to determining the structure of a humanistic orientation, because in order to understand the essence of this phenomenon, it is necessary to understand what components are included in its structure.

So, A. Kudusova⁹ identifies the following structural components of the humanistic orientation of future primary school teachers: cognitive (knowledge about the essence of humanism, its role, forms and features of manifestation in pedagogical activity), motivational (personal acceptance of the ideas of humanism, motivation on the assimilation of humanistic ways of implementing pedagogical activity), activity (mastering the techniques, means, technologies for the implementation of activities).

V. Vasylyk¹⁰ believes that the structure of the humanistic orientation of a future lawyer includes motivational (high level of motivation to master the profession, legal motivation, striving for self-improvement), knowledge (knowledge and ideas of a person about humanism, humanity, humanistic orientation of a specialist in general); emotional-value (dominance of altruistic, empathic attitudes in working with people, openness, responsiveness, mercy, tolerance, reflection) behavioral (dialogical, willingness to cooperate, the individual's inclination to active humanistic activity, conscious choice of behavior and actions in accordance with common moral values and the ideals of society) components.

E. Myshak¹¹ identifies the following structural components of the humanistic orientation of a biotechnologist's personality: cognitive (knowledge of the essence of humanism and humanistic principles, understanding of one's own self-worth, understanding of the humanistic

⁹ A.Sh. Kudusova, *Formuvannya humanistychnoyi spryamovanosti maybutnikh vchyteliv pochatkovykh klasiv v protsesi profesiynoyi pidhotovky*: (dysertatsiya na здobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»). Kyiv, 2005 p. 112.

¹⁰ V.V. Vasylyk, *Humanistychne spryamuvannya profesiynoyi pidhotovky maybutnikh molodshykh spetsialistiv yurystiv u protsesi vyvchennya pravovykh dystsyplin: (avtoreferat dysertatsiyi na здobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 2014, p. 4.

¹¹ H. Myshak, *The structure of humanistic orientation of future biotechnologists*. *Euromentor Journal Studies about Education*, 2016, Vol. 3. p. 31.

foundations of professional activity, knowledge of the norms of humane behavior in interaction with nature), emotional-motivational (striving for self-development and self-realization; a conscious desire to benefit others; motivation and awareness of the choice of profession, the desire to benefit in professional activity, a sense of responsibility for the preservation of nature), activity (humane attitude towards oneself; humanistic orientation of actions; responsible attitude to professional training; humane behavior in interaction with others and nature).

Exploring the structure of the humanistic orientation of a future manager-economist, M. Opol'skaya¹² identified the following components: benevolence as an a priori positive attitude towards an employee; sympathetic understanding, taking into account the individual characteristics of employees, partners, colleagues; communication as the ability to establish and maintain contacts and influence people; tolerance as tolerance for individuality, thoughts, the way of life of employees, non-categorical judgments; professional optimism as a belief in human potential; knowledge of the norms and rules of professional ethics, which provides for justice as an objective assessment of work and discipline, moral assessment and self-assessment of behavior, the formation of stereotypes of moral behavior.

N. Nerukh¹³ identifies the following structural components of the humanistic orientation of future agronomists: cognitive (knowledge and ideas of the individual about humanism, humanity, humanistic orientation of the specialist as a whole), emotional-value (the formation of humane feelings and motives for their manifestation), activity (conscious choice of behavior and actions in accordance with the general moral values and ideals of society).

Ways of forming the humanistic orientation

The problem of the formation of the humanistic orientation in students is increasingly becoming the subject of scientific research. In their

¹² M.V. Opol's'ka, *Formuvannya humanistychnoyi spryamovanosti maybutnikh menedzheriv-ekonomistiv u protsesi profesiyanoi pidhotovky: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.07 «Teoriya i metodyka vykhovannya»)*. Kyiv, 2009, p. 59.

¹³ N.B. Nerukh, *Formuvannya humanistychnoyi spryamovanosti maybutnikh ahronomiv v protsesi vyvchennya sotsiohumanitarnykh dystsyplin: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiyanoi osvity»)*. Kyiv, 2009, p. 23.

works, scientists investigate the problem of forming this quality of specialists in various industries.

The largest number of studies is devoted to the formation of a humanistic orientation of teachers (N. Bocharina, G. Bondar, I. Kochurska, A. Kudusov, I. Yashchuk), lawyers (V. Vasilik, Y. Melikhova), managers (I. Gerasimova, M. Opol'skaya, V. Parkhomenko, G. Cherusheva), ecologists (I. Timchuk), agronomists (N. Nerukh).

The result of research on the phenomenon of the humanistic orientation of future specialists is the development of ways of its formation and improvement. The analysis of recent scientific works showed that this is a rather promising direction, therefore, we consider it necessary to present some theses of scientists on the ways of forming humanistic orientation of future specialists in various fields of professional activity.

According to N. Bocharina¹⁴, the formation of the humanistic orientation is ensured by the development of a high level of motivation in future social teachers to master the profession, the dominance of altruistic and empathic attitudes in working with people, professional competence, willingness to cooperate and dialog.

I. Kochurska¹⁵ describes the role and importance of humanizing the professional training of future music teachers, the main result of which should be the formation of the humanistic orientation of future specialists as a personal quality that will ensure their successful self-realization and social relevance, the ability to implement a humanistic approach in teaching and educating student youth.

Perceiving education as a process, as a system of methods and ways of transferring and assimilating knowledge, M. Opol'skaya highlighted a number of principles of its humanization: the principle of an individual approach to a student's personality, active independent student activity, a reflective vision of professional activity and the principle of an activity approach. Taking into account the highlighted principles, the researcher

¹⁴ N.O. Bocharina, *Psykhologichni osoblyvosti formuvannya humanistychnoyi spryamovanosti maybutn'oho sotsial'noho pedahoha: (dysertatsiya na zdobuttya naukovooho stupenya kandydata psykhologichnykh nauk zi spetsial'nosti «Pedahohichna ta vikova psykhohihiya» 19.00.07)*. Pereyaslav-Khmel'nyts'kyi, 2012, p. 16.

¹⁵ I.V. Kochurs'ka, *Pedahohichni umovy humanizatsiyi profesiynoyi pidhotovky maybutnikh pedahohiv-muzykantiv u mystets'kykh navchal'nykh zakladakh: (avtoreferat dysertatsiyi na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Kyiv, 2018. p. 10.

determines the main directions of the formation of the humanistic orientation: philosophical and ideological, environmental education, moral and ethical, cultural¹⁶.

I. Tymchuk¹⁷ analyzed the influence of professional training disciplines on the formation of a humanistically oriented personality of future ecologists, developed the structure, content, criteria, levels of formation of this phenomenon, a complex of pedagogical conditions for its formation.

N. Nerukh¹⁸ investigated the process of forming the humanistic orientation of a future agronomist and created its model, which includes goals, objectives and principles and is a scientifically grounded system of organizing the educational process as a set of pedagogical actions, components of a humanistic orientation, which actualizes students' development needs this quality; inclusion in active cognitive activity to master knowledge about the essence and significance of humanity in the professional activity of an agronomist; the formation of a humane position, beliefs, views, feelings; practical formation of humane behavior in various situations of moral choice.

So, as we can see, researchers are constantly trying to develop ways of forming the humanistic orientation. Some of them note the need to use innovative pedagogical technologies, others prefer the introduction of special programs and special courses. But the only thing on which the researchers have reached agreement is that for the formation of the humanistic orientation of future specialists, an indisputable condition is the improvement of the content of academic disciplines, the integration of various types of training, in the process of which the foundations of professionalism are laid.

¹⁶ M.V. Opol's'ka, *Formuvannya humanistychnoyi spryamovanosti maybutnikh menedzheriv-ekonomistiv u protsesi profesiynoyi pidhotovky: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.07 «Teoriya i metodyka vykhovannya»)*. Kyiv, 2009, p. 154.

¹⁷ I.M. Tymchuk, *Pedahohichni umovy humanizatsiyi navchannya maybutnikh ekolohiv u protsesi fakhovoyi pidhotovky: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 2010, 271 p.

¹⁸ N.B. Nerukh, *Formuvannya humanistychnoyi spryamovanosti maybutnikh ahronomiv v protsesi vyvchennya sotsiohumanitarnykh dystsyplin: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Kyiv, 2009, 298 p.

Conclusions

So, having analyzed the current state of research in the field of the humanistic orientation, we see that this problem has been studied quite deeply. In pedagogical theory and practice, various views of scientists on the problem of humanistic orientation (content and structural characteristics) of future specialists (teachers, economists, managers, ecologists, agronomists, lawyers) and the peculiarities of its formation in the process of professional training are presented. The researchers find a consensus in the statement that a humanistic orientation is an essential condition for the formation of an integral personality of a specialist with a high level of professionalism, capable of productive and effective professional activity. We see the prospect of further research in the possibility of constructing a model of the humanistic orientation of future specialists based on the results of the analysis.

REFERENCES

Bocharina, N.O., (2012), *Psykhologichni osoblyvosti formuvannya humanistychnoyi spryamovanosti maybutn'oho sotsial'noho pedahoha: (dysertatsiya na zdobuttya naukovooho stupenya kandydata psykhologichnykh nauk zi spetsial'nosti «Pedahohichna ta vikova psykholohiya» 19.00.07)*. Pereyaslav-Khmel'nyts'kyy, 300 p.

Herasymova, I.H., (2002), *Humanizatsiya profesiynoyi pidhotovky maybutnikh menedzheriv vyrobnychoyi sfery: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 230 p.

Kochurs'ka, I.V., (2018), *Pedahohichni umovy humanizatsiyi profesiynoyi pidhotovky maybutnikh pedahohiv-muzykantiv u mystets'kykh navchal'nykh zakladakh: (avtoreferat dysertatsiyi na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Kyiv, 21 p.

Kudusova, A.Sh., (2005), *Formuvannya humanistychnoyi spryamovanosti maybutnikh vchyteliv pochatkovykh klasiv v protsesi profesiynoyi pidhotovky: (dysertatsiya na zdobuttya naukovooho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Kyiv, 301 p.

Myshak, H.A., (2019), *The Formation of Future Biotechnologists' Humanistic Orientation in Professional Training at Higher Agricultural Educational Establishments: avtoreferat dysertatsiyi na zdobuttya naukovooho*

stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity». Khmelnytskyi, 33.

Myshak, H., (2016), The structure of humanistic orientation of future biotechnologists. *Euromentor Journal Studies about Education*. Vol. 3. pp. 30-40.

Nerukh, N.B., (2009), *Formuvannya humanistychnoyi spryamovanosti maybutnikh ahronomiv v protsesi vyvchennya sotsiohumanitarnykh dystsyplin: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Kyiv, 298 p.

Opol's'ka M.V., (2009), *Formuvannya humanistychnoyi spryamovanosti maybutnikh menedzheriv-ekonomistiv u protsesi profesiynoyi pidhotovky: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.07 «Teoriya i metodyka vykhovannya»)*. Kyyiv, 221 p.

Tymchuk, I.M., (2010), *Pedahohichni umovy humanizatsiyi navchannya maybutnikh ekolohiv u protsesi fakhovoyi pidhotovky: (dysertatsiya na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 271 p.

Vasylyk, V.V., (2014), *Humanistychni spryamuvannya profesiynoyi pidhotovky maybutnikh molodshykh spetsialistiv yurystiv u protsesi vyvchennya pravovykh dystsyplin: (avtoreferat dysertatsiyi na zdobuttya naukovoho stupenya kandydata pedahohichnykh nauk zi spetsial'nosti 13.00.04 «Teoriya i metodyka profesiynoyi osvity»)*. Vinnytsya, 20 p.

Zyazyun, I.A., (1997), *Humanistychna paradyhma v osviti. Kotseptsiya humanizmu v stanovlenni ta rozvytku profesiynoyi osvity*. Odesa, pp. 4-9.

INTEGRATIVE EDUCATIONAL ACTS IN THE STUDY OF LITERATURE

CRISTINA MIRELA NICOLAESCU*

crist.nicola@yobu.edu.tr

Abstract: *Teaching literature may not be seen as different from teaching other subjects until actually doing it. This paper is based on research in the adult education area and it attempts at looking into the reasons why the predicted outcome of such an endeavor does not always happen, no matter how well-planned the lecture might be. There is still a strong belief that individual work or home assignments support the reinforcement of knowledge and skills, and this hope may even further be stretched by supposing that learners get critical thinking and analytical skills primarily in this way. Without trying to debunk such a positive outlook of this matter, there is an issue that may deserve more attention not only because it is recent, but also for its impact on the style of teaching and learning, which is the holistic or integrative theory and practice for excellence in education in contemporary pedagogy. Since this theory cannot stand alone without a curriculum designed for it, the scope of this paper will be limited to the contextual study which can be implemented only without formal prerequisites. After presenting this approach, the benefits of looking into literature in a broader framework will show themselves.*

Keywords: *integrative theory, education, literature*

Regarded as a core discipline, literature may be aligned with any other subjects, inducing the idea that the narrow path of specialization is conducive to professional success for the alumni. While it may happen for some, others in more demanding jobs may experience a lack of scientific background particularly if they have not taken yet any interdisciplinary Master courses. What if literature was taught in an integrative manner at all times, at all levels rather than in a vacuum? This is the challenging question that seems to be the heart of the matter. As a form of integration, contextualization is the transfer of knowledge when a connection is made between data from different subjects, such as literature and history, geography or politics. There is such a strong orientation nowadays to get specialization by narrowing things down to a single author, approach or genre. Neuroscience confirms that the human brain is hardwire to

* Assoc. Prof. PhD., English Department, Yozgat-Bozok University, Turkey.

organize and associate ideas from various fields, putting everything together even if they are acquired separately or over a span of time. Logic unites pieces of information and this input is restructured to enable access to it when there is a need to remember it and above all, working as a source of new ideas and shaping a critical and creative mind. Most of these cognitive processes take place normally, however training the mind to actively build knowledge and use it effectively should be under permanent control. In other words, integrating knowledge is both natural and consciously acquired. All learners make intellectual efforts in order to become knowledgeable in a certain area of study, but beyond memorization, the ones that channel their endeavor through logical, associative thinking at all times can garner more solid, long-lasting acquisitions. Everyone has different learning experiences that can be varied and expanded over time, out of which the best ones need to be fostered in order to be developed into a set of practices for a committed and dedicated study. On the basis thereof, it becomes obvious that intention is the basic step while embarking in any form of learning, since it models style and methods of working with literary texts, for example. Suffice it to say that the evaluation of such operations lies more on the learners than on the instructor, as they hold the responsibility of self-assessment around the question: how much and how well of what they intended has been achieved and at what level. Here the question of a benchmark comes into play, due to the more complex forms and processes of study. The focus in evaluation will be though on the outcome of comprehension and interpretation, as the case may be, against the background of a larger context.

Teaching should also be intentional in the sense of promoting flexibility in the educational act by carefully planning intergrated knowledge and strategies that foster intergrative capacities in students and also by joining theory with practice. However challenging the course designing may appear, it follows the logic of the major discipline and interconnects it with notions that are necessary for a deeper understanding of causes and effects, for example the social, economic of cultural conditions where a particular literary movement emerged. As a result, a more active and critical experience may occur due to the framework provided. On the same purpose the use of concepts specific to other connected disciplines such as history of language and literature, literary theory, aesthetics, art history, sociology, philosophy and so on may support clarifications of the actual literary terminology and their

interrrelations. Assumptions about all analytical processes must be questioned, as well as the relevance of the approach models that integrate them into the framework, in order to respond effectively to students from different cultural backgrounds and contexts. Therefore, this process does not happen randomly, but in a manner based on a solid knowledge of existing problems and an ability to find the necessary solutions by combining different tools and methods. Thus, elements from different pedagogical approaches are employed, being a more complex process than the traditional one. While designing the curriculum by organizing and synthesizing the content from different areas of knowledge, students can acquire a coherent understanding of the the cultural and literary phenomena, uniting significant competences and topics that used to be separated in traditional approaches. Fragmentary study does not fit anymore today's labor market's demands and it does not mean narrow, specialization either. Actually specialists have a broad horizon and solid knowledge of their particular field of study and have chosen one area and taken it to a level of excellence. This means that getting a holistic type of education does not come in opposition with specialization. The study is centered on the major that is connectedly taught for a deeper understanding in an intellectual pursuit of logic instead of taking things for granted.

The vision of literary studies is based on theory integrated with practice in the humanities, and focuses on converging information from several disciplines, confirming the multidisciplinary and innovative aspects triggered by the rapid technological advancements of contemporary society. The integrative approach sets standards of excellence by proposing a new type of learning and teaching, allowing creativity and originality in taking various stances towards any combo subject. The dynamic models thus created in the context of holism open a cognitive and emotional engagement for self-affirmation and uniqueness in looking at things, allowing more individually differentiated patterns since they imply reflection on personal learning or teaching subjective experiences. "It provides an excellent pedagogical space in which to develop and hone the softskills and creativity of students".¹

¹ *Integrative Learning International research and practice*, Edited by Daniel Blackshields, James G.R. Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, and Anthony Ryan, London, Routledge 2015, p. 152

The core issue of integrative learning is the intended collaboration between the instructor and the group of learners, aiming at elements common to a variety of disciplines with the concomitant development of those areas, in a interpersonal endeavor, and thus creating better opportunities or at least avoiding potential problems. Instructors who do intentional teaching present the course content in an integrative, contextual manner at early stages of planning and assure conceptual connectedness with other disciplines as a capstone method to develop skills. Its predicted outcome is a higher level of self-awareness and self-confidence in learning. Such a method is intended to become a study habit supported by technology and documentation of the available library resources. For example in digital humanities literature is related to corpus linguistics in all the operations concerning the literary texts, whose results may further analyzed from different perspectives.

Through the method of integrated teaching, thematic approaches can be used successfully, where learning can acquire notions of complex issues by discovery and based on their own experiences and values. This will not in any sense exclude specialized knowledge, on the contrary, it is reinforced by eliminating limitations and any other hindrance of a broader image of real life in all its dimensions. The lack of tradition in integrative teaching and learning causes difficulties in applying it appropriately. Furthermore, the assessment will be more challenging since learning becomes more complex. As described in the International Dictionary, this type of education a combination of approaches and modes are used in order to achieve certain expected results:

Integrated learning systems - A planned use of a number of different approaches to learning and modes of delivering teaching in order to achieve specified learning outcomes.²

The integrated teaching has as reference the unitary issues common to several disciplines in connected or different fields of study. Thus, transformations are needed starting with designing the strategic path relating to the type of learning promoted, to the specifics of organizing learning experiences in a large context established by the new perspectives of curricular integration. "The resultant complex, multilayered web of

² Peter Jarvis, *International Dictionary of Adult and Continuing Education*. Routledge UK, 2005, p. 102.

integrative teaching and learning speaks to the rich canvas of possibilities present in each intentional pedagogical act".³

Integrated learning is best reflected in teaching as a convergence of elements rather than their addition for the purpose of accumulation. From this point of view, intra-, inter-, and trans-disciplinary types of integration are possible to be implemented either at the level of content or in the view to forming skills and competences. An edifying example is perhaps the appropriation of critical analysis capacities by applying integrative concepts underpinning an informed value judgment due to a larger cultural outlook and varied possibilities of sustainable interpretation while expressing an original viewpoint. Several class and home activities may become essential in establishing a study pattern through practices fuelled by appropriate and diverse theory. Some of them can be portfolios, seminars, Socratic group talks, oral presentations of topics, written essays and projects as well as many others of this kind. When it comes to liberal arts education there is much more space of individual expression in line with the Classical and later Renaissance ideal of the whole man, the multi-skilled and multi-talented person educated holistically. From this perspective, creativity is fostered more than in any other educational approach, not only by discovering certain aspects of content by heuristic learning, but also by interpreting uniquely the acquired knowledge. As a rule of thumb, when instructors' style of providing knowledge is appealing to students, there is a greater chance that they learn faster as they are correctly and effectively guided how to study that particular topic. Furthermore, this type of learning goes beyond accumulation of artistic or scientific data and requires its processing for meaningful associations with everything already appropriated. Applying knowledge through skills is one more important gain of this learning process and it supposed to go on in learners' prospective professional life as well for the multiple opportunities created. The intellectual and emotional forms of appeal to integrative learning demonstrate the full engagement of the student in this process through self-directed research and integration of findings, in this way adding a new dimension to innovative education.

³ *Integrative Learning International research and practice*, Edited by Daniel Blackshields, James G.R. Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, and Anthony Ryan, London, Routledge 2015, p. 302.

REFERENCES

- Biggs, J.B., (2003), *Teaching for Quality Learning at university*, Open University Press. Buckingham.
- Blackshields, Daniel, James G.R. Cronin, Bettie Higgs, Shane Kilcommins, Marian McCarthy, and Anthony Ryan editors, (2015), *Integrative Learning International research and practice*, London, Routledge.
- ENQA, (2009), *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Sense Publishers. Finland. Helsinki.
- European University Association (EUA), (2009) *Improving Quality, Enhancing Creativity: Change processes in European Higher Education Institutions*, EUA. Brussels.
- Jarvis, Peter, (2005), *International Dictionary of Adult and Continuing Education*, Routledge UK.
- Kidd, Terry T. and Jared Keengwe, (2010), *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes*, Hershey. USA, New York.
- Land R. and Bayne S. eds., (2011), *Digital Difference: Perspectives on Online Learning*, Sense Publishers. The Netherlands, Rotterdam.
- Liebovitz, Jay & Michael S. Frank, (2011), *Knowledge Management and E-Learning*, Taylor & Francis Group, LLC Auerbach Publications, USA, New York.
- Rauhvargers, A., Deane, C. & Pauwels, W., (2009), *Bologna Process Stocktaking Report*, Flemish Ministry of Education and Training. Brussels.
- Weert Van, Tom J. and Kendall Mike eds., (2004), *Lifelong Learning in the Digital Age Sustainable for all in a changing world*, Kluwer Academic Publishers. USA, Boston.

GEORGE ORWELL'S BURMESE DAYS - LESSONS OF HISTORY

MEHMET ERTUĞ YAVUZ*

ertuyavuz37@gmail.com

Abstract: *George Orwell's works bear a political tone. Burmese Days is not only a narrative of Burma's historical past, but a sociological document in which the cultural and social specificities of the country feature prominently. His realism is undoubtful ("I write because there is some lie I want to expose, some fact to which I want to draw attention", he would confess in Killing an Elephant) and telling the truth about his contemporary world was only the first stage before reaching the absolute visionary prowess of 1984 - a novel whose dystopian character has already been surpassed by reality. Besides learning from his criticism of imperialist politics, we argue that the lesson he gives in Burmese Days - about human relations and the horrible way in which corruption affects them is worthwhile learning.*

Keywords: *Burmese Days, George Orwell, Politics*

Introduction

Born as Eric Arthur Blair, George Orwell created some of the sharpest satirical fiction of the 20th Century with such works as *Animal Farm* and *Nineteen Eighty-Four*. He was a man of strong opinions, ideas who addressed some of the major political movements of his times, including imperialism, fascism and communism.

The son of a British civil servant, George Orwell spent his first days in India - in the EAST, where his father was stationed. His mother brought him and his older sister, Marjorie, to England about a year after his birth and settled in Henley-on-Thames. His father stayed behind in India and rarely visited. (His younger sister, Avril, was born in 1908.) Orwell did not really know his father until the latter retired from the service in 1912. And even after that, the pair never formed a strong bond. He found his father to be too dull and very conservative.

According to one biography, Orwell's first word was "beastly." He was a sick child, often battling bronchitis and the flu. Orwell was bit by the writing bug at an early age, reportedly composing his first poem around the age of

* Faculty of Letters and Sciences, Bozok University, Turkey.

four. He later wrote, "I had the lonely child's habit of making up stories and holding conversations with imaginary persons, and I think from the very start my literary ambitions were mixed up with the feeling of being isolated and undervalued." One of his first literary successes came at the age of 11 when he had a poem published in the local newspaper.

Like many other boys in England, Orwell was sent to boarding school. In 1911 he went to St. Cyprian's in the coastal town of Eastbourne, where he got his first taste of England's class system. On a partial scholarship, Orwell noticed that the school treated the richer students better than the poorer ones. He was not popular with his peers, and in books he found comfort from his difficult situation. He read works by Rudyard Kipling and H. G. Wells, among others. What he lacked in personality, he made up for in smarts. Orwell won scholarships to Wellington College and Eton College to continue his studies.

After completing his schooling at Eton, Orwell found himself at a dead end. His family did not have the money to pay for a university education. Instead he joined the India Imperial Police Force in 1922. After five years in Burma, Orwell resigned his post and returned to England. He was intent on making it as a writer.

After leaving the India Imperial Force, Orwell struggled to get his writing career off the ground. His first major work, *Down and Out in Paris and London*, (1933) explored his time eking out a living in these two cities. Orwell took all sorts of jobs to make ends meet, including being a dishwasher. The book provided a brutal look at the lives of the working poor and of those living a transient existence. Not wishing to embarrass his family, the author published the book under the pseudonym George Orwell.

Sometimes called the conscience of a generation, Orwell next explored his overseas experiences in *Burmese Days*, published in 1934 in the United States, and in 1935 in England. The novel offered a dark look at British colonialism in Burma, then part of the country's Indian empire. Orwell's interest in political matters grew rapidly after this novel was published. Also around this time, he met Eileen O'Shaughnessy. The pair married in June 1936, and Eileen supported and assisted Orwell in his career.

In December 1936, Orwell traveled to Spain, where he joined one of the groups fighting against General Francisco Franco in the Spanish Civil War. Orwell was badly injured during his time with a militia, getting shot in the throat and arm. For several weeks, he was unable to speak. Orwell and his wife, Eileen, were indicted on treason charges in Spain. Fortunately, the charges were brought after the couple had left the country.

Other health problems plagued the talented writer not long after his return to England. For years, Orwell had periods of sickness, and he was officially diagnosed with tuberculosis in 1938. He spent several months at the Preston Hall Sanatorium trying to recover, but he would continue to battle with tuberculosis for the rest of his life. At the time he was initially diagnosed, there was no effective treatment for the disease.

To support himself, Orwell took on various writing assignments. He wrote numerous essays and reviews over the years, developing a reputation for producing well-crafted literary criticism. In 1941, Orwell landed a job with the BBC as a producer. He developed news commentary and shows for audiences in the eastern part of the British Empire. Orwell drew such literary greats as T. S. Eliot and E. M. Forster to appear on his programs. With World War II raging on, Orwell found himself acting as a propagandist to advance the country's national interest. He loathed this part of his job, describing the company's atmosphere in his diary as "something halfway between a girls' school and a lunatic asylum, and all we are doing at present is useless, or slightly worse than useless."¹ Orwell resigned in 1943 saying "I was wasting my own time and the public money on doing work that produces no result. I believe that in the present political situation the broadcasting of British propaganda to India is an almost hopeless task."² Around this time, Orwell became the literary editor for a socialist newspaper.

How a nation is exploited – the British Empire in Burma!

The British Empire comprised the dominions, colonies, protectorates, mandates, and other territories ruled or administered by the United Kingdom, that had originated with the overseas colonies and trading posts established by England in the late 16th and early 17th centuries. At its height it was the largest empire in history and, for over a century, was the foremost global power. By 1922, the British Empire held sway over a one-quarter of the world's population at the time, as a result, its political, linguistic and cultural legacy is widespread.

¹ *Orwell Diaries 1938-1942*, retrieved from

<https://orwelldiaries.wordpress.com/2012/03/14/14-3-42/>

² *Orwell's Resignation Letter* from the BBC 24.9.43, retrieved from <https://www.bbc.co.uk/programmes/profiles/5d9YBP3rFCcPzrjBYDYq8Vr/orwells-resignation-letter-from-the-bbc-24-9-43>

In 1929, while still in Paris, Orwell contributed an article to the French journal *Le Progrès Civique*, in which he describes the policies of the British in Asia. We quote some fragments:

“Burma lies between India and China. Ethnologically it belongs to Indo-China.

It is three times the size of England and Wales, with a population of about fourteen million, of whom roughly nine million are Burmese.

The rest is made up of countless Mongol tribes who have emigrated at various periods from the steppes of Central Asia, and Indians who have arrived since the English occupation.

The Burmese are Buddhists; the tribesmen worship various pagan gods.

To be able to talk in their own language to the people of such diverse origins living in Burma, you would need to know a hundred and twenty different languages and dialects.

This country, the population of which is one-tenth as dense as that of England, is one of the richest in the world. It abounds in natural resources which are only just beginning to be exploited.

There are tin, tungsten, jade and rubies, and these are the least of its mineral materials.

At this moment it produces five per cent of the world’s petroleum, and its reserves are far from exhausted.

But the greatest source of wealth-and that which feeds between eighty and ninety per cent of the population-is the paddy fields.

Rice is grown everywhere in the basin of the Irawaddy, which flows through Burma from north to south.

In the south, in the huge delta where the Irawaddy brings down tons of alluvial mud every year, the soil is immensely fertile.

The harvests, which are remarkable in both quality and quantity, enable Burma to export rice to India, Europe, even to America.

.....

If we add that the Burmese countryside is exceptionally beautiful, with broad rivers, high mountains, eternally green forests, brightly coloured flowers, exotic fruits, the phrase ‘earthly paradise’ naturally springs to mind.

So it is hardly surprising that the English tried for a long time to gain possession of it.”³

³ <http://www.theorwellprize.co.uk/the-orwellprize/orwell/essays-and-other-works/how-a-nation-is-exploited-the-british-empire-in-burma/>

Approximately 2% of Burmese people are Hindu. Burmese Hindus are a mix of Bengalis, Tamils, Telugus, and Uttar Pradeshis who arrived in Burma under British colonialism. With the military coup of 1962, about 1 million Indians were forced out of Burma, but some remained, mostly in Yangon (Rangoon), Mandalay, and in the Bago District. As India is a close neighbor, Hinduism has had a regional influence for centuries and Hindu gods are sometimes included among the nats, or spirits, worshiped by some Burmese Buddhists. Due to historical ties between Hinduism and Buddhism, Hindus have faced far less discrimination than Muslim Indians such as the Rohingya.

Orwell worked for four years as a colonial police officer in northern Burma, in the 1920-ies. With a sharp eye for the corruption he saw around him, and the courage to criticise all parties equally, Orwell tried to give us a warning, if possible, of the dangers of history, as he tried to do with his other, more famous works. One of his most incisive paragraphs from the *Burmese Days* is:

“How can you make out that we are in this country for any purpose except to steal? It’s so simple. The official holds the Burman down while the businessman goes through his pockets... The British Empire is simply a device for giving trade monopolies to the English – or rather to gangs of Jews and Scotchmen. It is a stifling, stultifying world in which to live. It is a world in which every word and every thought is censored. In England it is hard even to imagine such an atmosphere. Everyone is free in England; we sell our souls in public and buy them back in private, among our friends. But even friendship can hardly exist when every white man is a cog in the wheels of despotism. Free speech is unthinkable. All other kinds of freedom are permitted. You are free to be a drunkard, an idler, a coward, a backbiter, a fornicator; but you are not free to think for yourself. Your opinion on every subject of any conceivable importance is dictated for you by the pukka sahibs’ code.”⁴

The country, popularly known in English as Burma, and officially named Myanmar, has undergone changes in both its official and popular names worldwide. The choice of names stems from the existence of two different names for the country in Burmese, which are used in different contexts. The official English name was changed from "the Union of Burma" to "the Union of Myanmar" in 1989 by the country's military government.

⁴ Orwell, *Burmese Days*, 1989, p. 69.

Burmese Days Summary:

U Po Kyin, an extremely powerful magistrate in Kyauktada, Upper Burma, plots and schemes to take down Dr. Veraswami, an upstanding Burmese who affronts U Po Kyin through his rectitude and geniality.

Flory, a timber merchant, has been in Burma for several years now. He meets with a handful of other Europeans in the Club, where they complain about their roles as administrators and businessmen in the quickly fading Empire. Flory does not care much for the British Empire and befriends Dr. Veraswami, discoursing about the negative effects the English have on the Burmese. The doctor defends the English, though, and believes his own countrymen to be less civilized.

Flory is remarkably lonely, and loathes himself for his ugly birthmark on one cheek. He has a Burmese mistress, Ma Hla May, but he feels nothing for her. He also laments his lack of courage in terms of nominating Dr. Veraswami to the Club after it is ordered that it be opened to a native member. Another member, Ellis, viciously hates the natives, and the other men –Mr. Lackersteen, Maxwell, Mr. Macgregor, and Westfield–are mostly indifferent but not particularly disposed toward the natives.

Flory's life changes when Mr. and Mrs. Lackersteen's niece Elizabeth arrives in the colony. She has come to live with them after her mother dies. Elizabeth hates the natives and all things that indicate a highbrow or artistic disposition. She craves only a life of ease and wealth, and hopes to marry a European she meets in Burma.

Flory and Elizabeth initially hit it off, but she becomes annoyed by the way he defends the natives and tries to praise their culture and mores. When Flory acts in a more masculine and authoritative way, as when they go on a hunting trip, she finds him more desirable and thinks she could possibly marry him. Flory discards Ma Hla May and falls deeply in love with Elizabeth. He does not notice when she becomes irritated when he talks about the natives, and can think of nothing he desires more than to marry her.

Meanwhile, U Po Kyin has kept up his crusade of rumors about the doctor, and targets Flory because he is the doctor's friend. U Po Kyin sends Ma Hla May to Flory's house to embarrass him and shriek for more money because he ruined and abandoned her.

Flory plans to ask Elizabeth to marry him after the hunting trip, but an earthquake occurs and he thinks it would be better to wait a little bit while the shock and excitement wear off.

A young man named Verrall arrives to spend a month with the Military Police. Handsome, cold, and arrogant, Verrall is uninterested in the social life of Kyauktada and manages to offend the other Europeans with his sneering behavior. Flory feels inferior to him, especially when he falls off his horse trying to be equally dashing. Elizabeth sees him fall and is disgusted by his perceived ineptitude. She ignores Flory, throwing him into despair and causing him to depart for the timber farm.

While Flory is away Elizabeth successfully ensnares Verrall and the two begin a romance, although Verrall offers no promises for the future. When Flory returns he is startled at this new development and is filled with intense envy and depression.

U Po Kyin announces his ultimate goal to his wife and co-conspirators, which is to become the first native member of the European Club. He will attain this by secretly instigating a rebellion and then putting it down. He carries this off successfully and is seen as a hero. However, a real rebellion brews and eventually breaks out without him knowing in advance.

One evening two thousand angry Burmese surround the Club. They demand Ellis in particular for a cruel act he committed, but everyone is in danger. Flory devises an idea to save them, and executes it perfectly. The rebellion ends and Flory, aided by Dr. Veraswami, is a hero. U Po Kyin also tries to get credit but is largely ignored. He is irate and begins to devise a new plan to ruin Flory.

Verrall departs the colony without even a goodbye to Elizabeth, and she decides she should marry Flory. The Christians in the colony gather for church and Flory is blissfully happy as he thinks about his new life with Elizabeth. Suddenly there is a screaming, and Ma Hla May begins to savagely cry and scream about how Flory ruined her. Orchestrated by U Po Kyin of course, the scene is distasteful, and Elizabeth notices Flory's dark birthmark as he flushes with shame. She is utterly repulsed by it, and when Flory tries to apologize, Elizabeth will have none of it; she departs in a cold fury and Flory feels the weight of the crushing disappointment. He decides to kill himself because there is no way he can go back to his old life. He shoots himself and dies.

No one is too surprised about Flory. A funeral is held. Dr. Veraswami is no longer held in esteem, and is transferred to another hospital. U Po Kyin enters the Club as the first native member but dies before he can start to carry out good works; it is feared he will languish in hell or return to earth as a

lesser creature due to his sins. Elizabeth ends up marrying Mr. Macgregor and becomes a perfect *burra memsahib*.

The European Club, or English Pub in Burma's capital was, in the 1930-ies as well as now, a social boundary between the English and the Burmans. This was clearly my impression in the 1990-ies when I visited Burma for research. It could be considered a symbolic element that marks the divide between the two worlds, which is an important part of the novel.

Finally, what Orwell's experiences – both as figure of authority and as poverty – had given him was a lived understanding of the human condition. It was this grounding in reality that had a more profound political instinct than would be available to some zenith. He had acquired a capacity to empathise with the foot-soldiers of history, the put-upon people generally taken for granted, ignored or squashed by the great isms of one sort or another. It conferred upon him the remarkable ability to achieve what every journalist and essayist seeks.

REFERENCES

Biography.com Editors, "George Orwell Biography," The Biography.com website Available at:

<http://www.biography.com/people/george-orwell-9429833>

Hutter, M., (2008), "Hindus in Southeast and East Asia," in *Encyclopedia of Hinduism*, Eds. Denise Cush, Catherine Robinson and Michael York New York: Routledge, pp. 813-821.

Kearney, Richard, (2010), *Through a Glass Darkly: Suffering, the Sacred, and the Sublime in Literature and Theory* Ed. Holly Faith Nelson, Lynn R. Szabo, and Jens Zimmermann. Waterloo, Ontario: Wilfrid Laurier UP.

Nicole, R., (1929), "How A Nation is Exploited-The British Empire in Burma" in *Le Progrès Civique*. Available at:

<http://www.theorwellprize.co.uk/the-orwellprize/orwell/essays-and-other-works/how-a-nation-is-exploited-the-british-empire-in-burma/>

Orwell, George, (1984), *Shooting an Elephant*. New York: Harcourt, Brace.

--- *Burmese Days*. London: Penguin, 1989

--- *Animal Farm*. Harlow: Longman, 2000.

Thiemann, Ronald F., (2014), *The Humble Sublime: Secularity and the Politics of Belief*, London: I.B. Tauris

HISTORICAL ASPECTS OF THE PROBLEM OF FUTURE SPECIALISTS' SCIENTIFIC-RESEARCH CULTURE FORMATION: EASTERN EUROPE, RUSSIA, UKRAINE

VIKTORIYA TUSHEVA,*

tushevavika@gmail.com

ANATOLIY GUBA**

a.v.guba2018@gmail.com

Abstract: *In terms of educational practice, the formation of research culture and an intensive growth of scientific information involve the development of methodological consciousness and modern scientific style of thinking, which provides in the long run the social determinism of research activities. On the basis of narrative, historical-genetic and chronological methods, the historical aspects of the problem of formation of future specialists' scientific research culture are covered. The coverage creates a methodological basis for its solution, makes it possible to trace the dynamics of the problem development. It is concluded that still in the eras of Ancient Civilizations and Classical Antiquity the requirement for educating a person capable of searching for the truth, who is able to 'learn great-mindedness', came to the fore. The Renaissance Period was characterized by the tendencies aimed at raising the status of an educated person. The main requirements of education of the Enlightenment Period are the cultivation of scientifically meaningful knowledge. The main slogan of pedagogical developments of the first half of the XX century was to apply research and experimental methods. The second half of the XX century was marked by the systematization and generalization of knowledge on the methodology and methods of scientific research.*

Keywords: *history of pedagogical thought, scientific-research culture, critical thinking, mental outlook, mental activity, scientific work, research approach.*

* Professor, Doctor of Pedagogical Sciences, Department of Theory and Methodology of Artistic Education, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine ORCID ID: 0000-0002-9451-0532.

** Professor, Doctor of Pedagogical Sciences, Department of Management of Education, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine ORCID ID: 0000-0002-4075-1891.

Introduction

Overcoming current global contradictions directly depends on the strategic resource of the development of civilization – intelligence – science, culture and education of new generations, the development of which is considered being one of the most crucial issues of vitality of the European and world community. These socio-cultural challenges are confirmed by the main requirements of the Bologna Process for the European integration processes, determined in the Pedagogical Constitution of Europe, and aimed at the consolidation of efforts of scientific and educational community and European governments to increase the competitiveness of the European system of science and higher education in the world, to strengthen the role of this system for social transformations.

In terms of educational practice the formation of research culture, which becomes an important personal phenomenon in the context of modern ideas about culture, fundamentalization of learning, variable and polycultural character of educational systems, intensive growth of scientific information, involves the development of methodological consciousness and modern scientific style of thinking with such characteristics as systematic, flexibility, variability, conceptuality, perspective, dynamism, which provide in the long run the social determinism of research activities, formation of the self-concept of the future researcher.

Under the conditions of post-classical science, co-evolutionary and globalization processes, epistemological horizon expansion, the isomorphism of scientific and cultural dynamics, the problem of formation of future specialists' research orientation in the field of professional education acquires social importance. Future specialists have to be capable of a multi-vector, systematic study of reality, evolutionary and prognostic analysis of the essence of the studied phenomena, heuristic analysis of available scientific knowledge, creation of an individual concept in solving scientific problems, which causes the necessity for a comprehensive study of the problem of formation of future specialists' scientific-research culture, namely referring to the historical aspects that lay the theoretical and methodological foundation for the scientific reflection of this issue.

The topicality of the outlined problem is confirmed by the contradictions that arise between: 1) the objective need of a society to obtain a competitive mobile specialist in the labor market, who can use scientific technologies, different research strategies, possesses the system

of value orientations, who is capable of permanent professional and personal self-creation and self-determination and a low level of actualization and activation of a future specialist's intellectual and research potential in the system of traditional professional training; 2) modern realization of culture creating, human-centered paradigm of education, recognition of culturological integration between culture, education and science and the lack of consideration of this relationship while preparing future specialists -researchers; 3) the need for the development of multifaceted theory and methods of formation of a future specialist's scientific-research culture and the lack of systematic research in studying theoretical and historical aspects of the problem.

Some aspects of the outlined problem are the subject of interdisciplinary research, which focuses on the issues related to scientific research activities as:

- a system-forming factor for the preparation of highly qualified professionals, which is the main requirement of the Bologna Process, the European Union's Framework Programme for Research and Innovation 'Horizon 2020';

- a cognitive process which is characterized by purposeful, procedural, structured activity and acts as a method of improving the efficiency of professional activities;

- a means of formation of personal qualities (research skills, research abilities, research position) of a future researcher specialist who is able to perform actions in accordance with a specific method of scientific research in order to solve a certain scientific problem;

- a sphere of teachers-researchers' professional activity, its normative and evaluation criteria;

- a means of formation of a researcher's methodological culture¹.

As the research was conducted within the scientific and pedagogical school of Ukraine, we paid a lot of attention to well-known Ukrainian and Russian scientists who during different historical periods studied certain aspects of the multi-vector problem of research culture as a personality

¹ V.V. Tusheva, 'Methodological and theoretical aspects of the problem of formation of future teachers' scientific-research culture in higher pedagogical school' in *Pedagogical and psychological sciences: development prospects in countries of Europe at the beginning of the third millennium*, vol.2 (Riga: Izdevnieciba 'Baltija Publishing') pp. 324-348; Tusheva, V. et al. 2020. 'The phenomenon of a future teacher's scientific-research culture under the new socio-cultural conditions', *Journal of Critical Reviews*, vol. 7 no.13, 2018, 2872-2876.

phenomenon. The opinions of famous scientists, thinkers, teachers of Eastern Europe, Russia and Ukraine, as well as Ancient India and Ancient China were considered. This choice is due to the importance of scientific ideas to cover this problem and the inability to cover all countries and eras in one article. In covering the historical aspects of the problem under study, we followed such a periodization in history, id est systematization, which consists in the conditional division of the historical process into certain chronological periods: the Ancient World, the Middle Ages, Modern History and Contemporary History (until the XXI century)².

Thus, the **aim of this article** – is to cover on the basis of narrative, historical-genetic and chronologic methods of historical aspects of the problem of forming of scientifically research culture of future specialists (Eastern Europe, Russia, Ukraine).

The narrative method was used for integral description and teaching of historical facts; historical-genetic method allowed on the basis of the principle of historicism to consider the phenomenon in development, taking into account a succession between epochs; a chronologic method envisaged opening of the marked problem in history in a certain chronologic sequence, accenting attention on those personalia opinions of that give the generalized idea about development of the investigated phenomenon in that or other historical period.

The problem of formation of scientific-research culture of the individual, the future specialist in terms of educational practice, has had a centuries-long history and an important national tradition. At various stages of the history of pedagogical thought certain issues regarding the activation of a person's cognitive forces, the research organization, the realization of the intellectual education of those who are studying, were raised.

The Period of Ancient Civilizations

The issue of the educational process research orientation, which affects a person's internal improvement, played an important role in the education of ancient civilizations. In Ancient India, during the period of Buddhism (VI century BC), in the book 'Bhagavad Gita', which became a monument of religious and philosophical thought of that time, it was noted that the essence of education is in the fact that students should receive the tasks, the process of solving which should lead to finding the

² *Historical stages of development of humanity*, <https://infotables.ru/istoriya/213-etapy-razvitiya-chelovechestva-tablica>, accessed December 27, 2020.

truth³. In Ancient China of the same period, great importance was paid to students' independent work in knowledge acquisition. Education, according to Confucius, must be based on a dialogue between a teacher and a student, on the classification and comparison of facts and phenomena⁴.

The Period of Classical Antiquity

In Classical Antiquity (V century BC), Socrates, being the founder of the research method, called for an independent critical analysis of truth. He was one of the first to use inductive evidence and to define concepts⁵. Considering the unity of microcosm and macrocosm, Socrates asserted: 'Know yourself, and you will know the whole world'⁶. This thesis summarizes a thinker's pedagogical views.

The theory of Socrates was actively developed and put into practice by his followers: Aristotle, Plato, Xenophon, Marcus Fabius Quintilianus. According to Xenophon, an educated person must master the arts of a dispute, be able to analyze, compare, interpret the discussed issues, and use analogies⁷. Democritus, having developed the foundations of a new theory of cognition, emphasized that 'it is necessary to learn great-mindedness, but not the abundance of knowledge'⁸. He considered that the most important in education is not to gain knowledge but to educate intelligence.

The Middle Ages in Western Europe

In the Middle Ages, the high social status of an encyclopedically educated person became an important feature of social life. Such people were John of Damascus, Simeon the New Theologian, Gemistus Pletho.

³ G.M. Bongard-Levin, *Anciently Indian civilization. History. Religion. Philosophy. Epos* (Moscow: Vostochnaya literature); Serebryanyiy, S.D. 2009. 'Multiple-valued revelation of "Bhagadgita"' in *The Mahabharata. Book VI. Bhishmaparva, or the Book of Bhishma* (Moscow: Nauka), 2007. pp. 291-335.

⁴ Konfutsiy, *Judgements and conversations* (Moscow: Azbuka). 2015.

⁵ B. Stadnichuk, *Socrates. Teacher, philosopher, warrior* (Moscow: Mann, Ivanov i Ferber). 2015.

⁶ G.I. Volinka, *Philosophy of Antiquity and Middle Ages is in an educational context* (Kyiv: Vischa shkola), 2005, p. 203.

⁷ V. Gray, (ed.) *Xenophon: Oxford readings in classical studies* (Oxford: Oxford University Press), 2010.

⁸ As in A.I. Piskunov, (ed.) *History of pedagogy and education. From the origin of education in primitive society to the end of the 20th century* (Moscow: TTs Sfera), 2004, p. 58.

The vector of education was directed at learning about one's own soul, self-perfection. During this period, educational universities were open (University of Bologna, University of Paris, Cambridge and Oxford Universities), where scientific and research activities were in the first place.

The leading ideological movement of the Renaissance Period was humanism as an ideological principle, in the center of which there was recognition of a person's self-worth, his or her harmonious comprehensive development, the ability to change (Michel de Montaigne, François Rabelais, Rodolphus Agricola, Erasmus of Rotterdam, Juan Luis Vives). The tenets of humanistic pedagogy emerged in many European countries. Thus, the French philosopher and thinker Michel de Montaigne pointed out that a child became a personality not only thanks to the mastered knowledge, but mostly because of the developed abilities to critical judgments. Erasmus of Rotterdam, Thomas More, Juan Luis Vives connected the organization of the educational process to the necessity to penetrate into the laws of cognition.

Early Modern Period in Western Europe

The growth of the social value of science and education in the Early Modern Period (XVI – XVII centuries) leads to the formation of pedagogy as a science with its own laws, research principles, experimental and theoretical bases. The new ideal of personality assumed the formation of a person capable of comprehending the world in its integrity and making practical conclusions on this basis.

Thinkers of that time could be characterized by confirming their pedagogical conclusions with the data of experimental research (F. Bacon, W. Ratke, R. Descartes, J.A. Comenius). Thus, F. Bacon considered mastering the forces of nature by means of successive experiments to be the purpose of scientific knowledge⁹. W. Ratke created a new science – methodology of education, developed criteria according to which it is necessary to develop scientific pedagogical research and determine the content of education¹⁰.

J.A. Comenius, who was the founder of pedagogy in its present-day understanding, focuses on the principle of systematic learning that allows

⁹ S. Gaukroger, *Francis Bacon and the transformation of Early-modern philosophy* (Cambridge, U.K.; New York: Cambridge University Press), 2001.

¹⁰ W. Ratke, *Escritos sobre a nova arte de ensinar de Wolfgang Ratke (1571-1635)* (Campinas: Autores Associados), 2008.

a student to see the relationships between phenomena, the system, but not the chaos in their study. Special attention was paid to revealing causal relationships between the phenomena of the external world, teaching students how to discover and analyze them. There is an opinion in the treatise that knowledge of laws of the pedagogical process should serve pedagogical practice, which is designed to provide rapid and thorough learning, as a result of which an individual becomes a carrier of knowledge and skills¹¹.

The principle of conformity in didactics by J.A. Comenius received a consistent justification. By applying this principle, the scientist considers four stages of learning, which are based on the unity of the laws of nature and education: 1) independent observation; 2) practical implementation of knowledge; 3) implementation of knowledge, skills, abilities under new conditions; 4) the ability to present the results of the research independently. Thus, the main task of pedagogical theory, according to the scientist, is promoting a pupil's mental activity, developing his research skills¹².

In the age of the Enlightenment (the end of XVII – XVIII centuries) the idea of the necessary restructuring of society in accordance with the requirements of reason was grounded. J. Locke noted, that the ability to reason made a mind capable of acquiring knowledge independently; and that the most important way to improve mind was self-education. Locke provides special methods and techniques of statements' formation and thinking development¹³. For example, he suggests relating each fact to the general provision, teaching to see all the data of the experience as a whole (the unity of the whole and its parts), not to allow the domination of any other combination of ideas (analogy, association), except the one which follows from the nature of things etc.¹⁴. Locke expanded the idea of pedagogical means, considering not only the methods of teaching but also the methods of moral influence, which is judgment.

¹¹ Ya.A. Komenskiy, 'A great didactics' in Klarin, V.M. & Dzhurinskiy, A.N. (eds.) *Pedagogical heritage: J.A. Comenius, D. Locke, J.-J. Russo, I.G. Pestalozzi* (Moscow: Pedagogika), 1988. pp. 15-74.

¹² Ya.A. Komenskiy, *On education* (Moscow: Shkolnaya Pressa), 2003.

¹³ J.W. Adamson (ed.) *The educational writings of John Locke* (Cambridge: Cambridge Library Collection), 2011.

¹⁴ Piskunov, *Readings on the history of foreign pedagogy*, p. 199.

J.-J. Rousseau substantiates the need to treat the process of education as 'the only possible and important way of new knowledge acquisition'¹⁵, affirms the idea of activating teaching methods by referring to personal experience¹⁶.

At the end of the XVIII century – at the beginning of the XIX century prominent educators and philosophers J.B. Basedow, J.H. Pestalozzi, W. Humboldt, J.F. Herbart, F.A. Diesterweg paid a great attention to the issues of educating an intellectually developed moral personality¹⁷.

J.H. Pestalozzi attached great importance to the developing education, highlighting its content and developmental aspects, which involved the introduction of new pedagogical tasks: the formation of students' clear concepts aimed at their cognitive forces' activation. The scholar emphasized that a teacher should direct pupils' thoughts, but not with accordance to some pattern; it is possible to make the mind 'more cultural' only by showing the students some methods and techniques; a teacher must 'teach science'¹⁸. Consequently, J. Pestalozzi raised questions about students' methodological thinking formation. Emphasizing the relationship between upbringing and development, the educator proceeded from recognizing the crucial role of appropriately organized education in the formation of a child's personality. From J. Pestalozzi's point of view, it is important that a child's knowledge assimilation would not be detached from the ability to apply it. The main task of a rationally set learning, in his opinion, is in a pedagogically thought-out organization of a child's observations, and the learning itself should be based on the experience of observations as the basis of knowledge and a necessary condition for stimulating active cognitive activity. It is the interaction of mechanisms of cognition and skills that the educator considered the basis for personal development¹⁹.

In the philosophical and pedagogical conception of Diesterweg, special attention was paid to the organization of scientific research work of both a student and a teacher. Thus, in the 'Guide for the Instruction of

¹⁵ As in A.I. Piskunov, *Readings on the history of foreign pedagogy* (Moscow: Prosveschenie), 2001. p. 210.

¹⁶ J.-J. Rousseau, *Emile, or concerning education* (Boston: D.C. Heath & Company), 1889.

¹⁷ E.A. Knyazev, *History of pedagogics and education* (Moscow: Izdatelstvo Yurayt), 2019.

¹⁸ V.G. Torosyan, *History of education and pedagogical thought* (Moscow: VLADOS-PRESS), 2013, p. 129.

¹⁹ Ya. Abramov, *Johannes Henry Pestalozzi. His life and pedagogical activity* (Moscow: Prospekt); Torosyan, *History of education and pedagogical thought*, 2014.

German Teachers' it is stated that a teacher himself must become a researcher, never stop his development, constantly enrich his knowledge and develop his professional abilities, that is, 'while taking care of his students' self-development, a teacher must develop himself'²⁰. In opinion of F. Diesterweg, knowledge it does not follow to report to the student, he is necessary to be brought to that he found them, independently seized by them. A teacher must direct a student to being of new knowledge and generation of new ideas²¹.

The first half of the XX century was noted by the variety of pedagogical settings and trends which found their implementation in such areas as existentialist pedagogy, social pedagogy, personality pedagogy, functional pedagogy, progressive pedagogy, humanistic pedagogy.

A representative of progressive pedagogy, John Dewey, having developed a method of 'activity-based learning' or 'experimental method', advocated the practical orientation of education, putting forward the idea of creating 'instrumental' pedagogy. According to this conception, learning involves a student's actions which become an instrument for his knowledge acquisition, his own discovery, an instrument of truth appreciation, which leads to his personality formation²². The final result of education, according to J. Dewey, should be the formation of thinking skills, the ability to educate oneself, 'formation of a system of internal personal orientation'²³.

The method of organizing such activities is a method of project-based learning, developed by J. Dewey's follower, W. Kilpatrick²⁴. Project-based learning presupposes such a system of education, when pupils gain knowledge and skills while performing a system of practical tasks that are constantly getting more difficult. That determines the direction of a teacher's research activity, which includes the following steps for the

²⁰ Piskunov, *Readings on the history of foreign pedagogy*, p. 313.

²¹ A. Disterweg, 'Guidance to education of the German teachers' in Disterweg, A., *Select pedagogical essays* (Moscow: Uchpedgiz), 1956. pp. 136-203.

²² D.J. Simpson, & S.F. Stack, (eds.) *Teachers, leaders, and schools: Essays by John Dewey* (Carbondale, IL: Southern Illinois University Press). 2010.

²³ A.N. Dzhurinskiy, *History of pedagogics and education* (Moscow: Izdatelstvo Yurayt), 2013, p. 203.

²⁴ H. Retter, 'How William H. Kilpatrick's project method came to Germany. "Progressive Education" against the background of American-German relations before and after 1933'. *International Dialogues on Education. Past and Present*, vol.6 no.1, 2019. 88-124.

organization of purposeful acts: problem statement, drawing up a plan for its implementation, its implementation evaluation²⁵.

The History of Pedagogical Thought in Russia. Modern History.

In the history of pedagogical thought in Russia, the issues of the necessity to use different kinds and forms of research and scientific methods and ways of knowledge acquisition were put forward a few times. Following the development of education and science these issues became particularly important in the age of the Enlightenment (the end of XVII – XVIII centuries), characterized by a new understanding of education, penetration into the national pedagogical self-consciousness (I.I. Betskoy, M.V. Lomonosov, L.F. Magnitsky, N.I. Novikov, M.M. Popovskiy, V.N. Tatishchev). The idea of a person's nature 'self-revelation' through science was in the centre of attention²⁶. The necessary attribute of the cognitive process was 'reasoning', that is the actions of reason and mind.

Thus, V.N. Tatishchev emphasized the need for every educated person to learn about himself: looks, body, the internal and the spiritual²⁷. This cognition is only possible only through science. Viewing science as a means of self-reflection, V.N. Tatishchev asserted that the main science is the science which allows a person to learn about oneself, namely, 'the essence of science lies in its practical usefulness, because knowledge is the ability to distinguish between good and evil'²⁸.

According to M.V. Lomonosov, there should be a cognitive interest in the core of learning. This will cause the creative educational material acquisition and the development of research trends among students²⁹.

N.I. Novikov draws attention to the need to master not only knowledge but also the methods of cognition that stimulate a child's mental activity, making him to think, ponder, explore, doubt, draw conclusions. The scientist emphasizes that "children's minds do not only have to exercise and enrich themselves with different kinds of knowledge,

²⁵ Dzhurinskiy, *History of pedagogics and education*.

²⁶ D.I. Latyshina, *History of pedagogy. History of education and pedagogical thought* (Moscow: Gardarika), 2006.

²⁷ Solovkov, I.A. (ed.) *Anthology of pedagogical thought of Russia of the 18th century* (Moscow: Pedagogika), 2002.

²⁸ *Ibid.*, p. 69.

²⁹ L.D. Starikova, *The history of pedagogy and the philosophy of education* (Rostov na Donu: Feniks), 2008.

but also be such minds that children should acquire the ability to research what they want to know, to distinguish true from false'³⁰.

In the second half of XIX century – the beginning of XX century, outstanding teachers of that time (K.V. Elnitskiy, P.F. Kapterev, D.I. Mendeleev, V.P. Nedachin, D.I. Pisarev, V.Ya. Stoyunin, K.P. Yanovskiy etc.) put forward the ideal of an individual, that is a free, educated person capable of mental activity, continuous self-development, life transformation. According to D.I. Pisarev, the progress of social life is achieved mainly due to the spread of scientific knowledge and the increase in the number of 'thinking individuals'. It is emphasized that 'only science can create a person who can think critically'³¹.

V.Ya. Stoyunin reveals the problem of education, considering an educated person to be the one who 'by means of scientific knowledge developed higher concepts which determine human life in its relationship to everything around, that is nature and society, inside himself'³². The educator comes to the conclusion that science will provide mastering scientific method, which should be used by an expert in his researches.

P.F. Kapterev studied the problem of self-education and self-improvement, emphasizing that it is important for a person to be able to study oneself. The scholar stated that 'intelligence is above knowledge as possessing intelligence, it is always possible to acquire knowledge ...'³³. In this context, according to P.F. Kapterev, the heuristic form of education becomes of special significance³⁴. This form requires from a teacher to have a thorough knowledge of science, the ability to lead students to independent discovery of scientific truths.

D.I. Mendeleev pointed out the importance of a future teacher's possession of scientific knowledge. The scientist emphasizes the development of a teacher's general philosophical outlook, which makes it possible to influence student youth. Attaching a high priority to teacher training, D.I. Mendeleev stated that 'without being obsessed with science

³⁰ As in Solovkov, *Anthology of pedagogical thought of Russia of the 18th century*, p. 113.

³¹ As in Solovkov, *Anthology of pedagogical thought of Russia of the 18th century*, p. 133.

³² Lebedev, P.A. (ed.) 2000. *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries* (Moscow: Pedagogika), p. 84.

³³ *Ibid.*, p. 237.

³⁴ Lebedev, *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries*.

it is impossible to expect lots of clever teachers and appropriate results from the spread of schools'³⁵.

K.P. Yanovskiy emphasizes the importance of conscious, thorough and deep assimilation of scientific truth for the spiritual development of man. A student's scientific knowledge can be seen in a student's scientific works which 'are the only means that can let me know how well a student is familiar with science, prone to it and is able to study it'³⁶. The view that in higher educational establishments students should study some subjects independently and in this way reveal 'scientific individual initiative' is expressed.

The same ideas can be traced in the works by V.P. Nedachin, who focuses on the issue of students' intellectual education, the impact of scientific knowledge on the development of a person's moral qualities. V.P. Nedachin considers the main task of general education to be the need to cultivate the skills to think and study independently, to find a way in the received scientific material, lively interest and love for scientific knowledge. The researcher points out the relationship between these educational tasks and methods of communicating scientific knowledge, as well as the selected scientific material, which is the essence of scientific education³⁷.

P.A. Kropotkin pointed out the usefulness of using teaching methods, their systematic character of application in order to master the subjects thoroughly and deeply. The main condition for successful learning, according to the scientist, is mastering new methods by a specialist. P. A. Kropotkin asserts the idea about the need for the development of research skills for a future professional's successful work:

if a person hasn't developed the ability to observe and describe precisely what he is observing, the ability to discover the relationship between the facts, and on the basis of it to formulate inductive hypotheses (that is predictions based on observation) and check them – he can't be a good specialist³⁸.

³⁵ As in Lebedev, *Anthology of pedagogical idea of Russia of the first half of XIX century*, p. 431.

³⁶ As in Lebedev, *Anthology of pedagogical idea of Russia of the first half of XIX century*, p. 454.

³⁷ Lebedev, *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries*.

³⁸ Ibid, p. 482.

V.P. Vakhterov reveals the importance of a pupil's scientific research work while developing critical thinking. The scientist expresses the opinion about the need to develop the abilities to discover, invent, generalize, compare, classify and express findings in oral and written words. This requirement will allow a pupil to implement reflexive actions while dealing with each observation or experiment³⁹. V.P. Vakhterov comes to the conclusion that new pedagogy should cultivate internal incentives for a pupil's self-development. The use of a pupil's scientific-research work in the educational process which teaches the mind to find laws in life and nature and predict the consequences serves this task. Doing research work develops pupils' abilities to find ways to solve each problem, consider steps in this direction, analyze facts, find his way in the facts, identify connections, bringing them to certain laws, and so on⁴⁰.

Consequently, summing up the above, we will make a conclusion that in the history of world pedagogical education some aspects of the theory and practice of the problem of forming the scientific culture of both a teacher and a student were covered. Many philosophers and educators advocated the ideas about the necessity of research orientation of training in order to create a personality capable of critical thinking, independent knowledge acquisition, self-education and self-cognition. In the works by prominent educators, attention was paid to the following issues of the outlined problem: the impact of science on an individual's moral, spiritual and mental development; application of various methods of scientific research activation and mastering scientific methods; theoretical aspects of science methodology, theory of cognition, revealing the essence of science, scientific education etc.

The History of Pedagogical Thought in Ukraine. The Middle Ages and Modern History

The problem of cognitive and research activities has a significant Ukrainian background in the history of pedagogy. As it is known, in the X-XII centuries, pedagogical principles were reflected in the works of national authors (Ivan Vyshenskyi, Yuriy Drohobych, Stephan and Lavrentii Zyzanii, Pavlo Rusyn, Epifany Slavinetsky, Kyrylo Stavrovetsky). These principles became the components of doctrines of Christian ethics.

³⁹ Lebedev, *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries*.

⁴⁰ Ibid.

The main methods of teaching at that time were 'The Socratic Method' and the method of interpretation⁴¹.

The orientation to the natural world cognition, mental activity activation, was characteristic of Brotherhood Schools (in Lviv and Kyiv) at the end of XVI – the beginning of XVII centuries. Outstanding figures of the Ukrainian culture (Innokenty Gizel, Yoanykii Haliatovskiy, Yosyp Horbatskyi, Lazar Baranovych, Symeon of Polotsky, Feofan Prokopovich) taught at the Kyiv-Mohyla Academy, actively influenced the formation of pedagogical thought, which developed in close connection with different branches of science. The Kyiv-Mohyla Academy was characterized not only by the high level of students' education but also by the high level of pedagogical theory⁴².

Innokenty Gizel spoke about the importance of educational process orientation at the study of phenomena. Paying special attention to the development of skills to understand and reason, the philosopher emphasized the need to 'reason that is to think, because the one who thinks to concentrate on the object being studied'⁴³. The 'Work on the Integral Philosophy' clearly traces a familiar didactic principle that defines the path of knowledge from the known to the unknown. I. Gizel proves that intellectual cognition is a characteristic of only that kind of person who possesses volitional actions and conscious ambitions⁴⁴.

From the point of view of Feofan Prokopovich, science is a necessary way of cognition, it contributes to knowledge acquisition, gives advice on education. In his philosophical and pedagogical treatise 'The Speech on the Merits of Science, that Equal the Merits of Arms' a philosopher points out that 'a person who strives for knowledge starts a deeper study of nature. This study reflects on the processes of education and cognition of those who are studying'⁴⁵.

In the opinion of H.S. Skovoroda, a person can reach happiness only through self-discovery. In the system of a philosopher's views, the concepts of 'self-knowledge', 'work', 'happiness', 'upbringing', 'education' act in close connection as key concepts. H.S. Skovoroda points at a person's calling to serve a society, which is closely connected with

⁴¹ O.O. Lyubar, *History of Ukrainian school and pedagogics* (Kyiv: Znannya), 2003.

⁴² N.P. Kalinichenko, (ed.) *Anthology of pedagogical thought of the Ukrainian SSR* (Moscow: Pedagogika), 1998.

⁴³ As in Kalinichenko, *Anthology of pedagogical thought of the Ukrainian SSR*, p. 108.

⁴⁴ Kalinichenko, *Anthology of pedagogical thought of the Ukrainian SSR*.

⁴⁵ F. Prokopovich, *Philosophical essays* (Kyiv: Dnipro), 2012. p. 237.

intellectual development, educating the skills of intellectual and physical work. He considers intelligence as a major regulator of human activity⁴⁶.

In his works, Ya.P. Kozelskyi noted the immensity of the process of cognition, its complexity called for thorough cognition in sciences. The scientist interpreted the concept of 'science' as 'thorough knowledge of truth, ... the ability of the human mind to undeniably prove everything that is asserted or denied'⁴⁷. Y. P. Kozelskyi's merit is that he developed a classification of various branches of scientific knowledge. According to the scientist, human knowledge is threefold: 1) if we just want to know the truth, such cognition is called historical; 2) if we want to find out the causes of truth, such cognition is called philosophical; 3) if we measure the size of a thing, or its quantity, such knowledge is mathematical⁴⁸.

N.I. Pirogov thought a teacher's main responsibility was 'to teach science not so much for science itself, but for the development of some intellectual or mental ability by means of science'⁴⁹. He emphasizes that the purpose of all scientific discussions is to exchange thoughts, views and convictions of those who take part in them. Scientific discussions contribute to finding out and interpreting the truth, and therefore to the improvement of science⁵⁰.

P.D. Yurkevich identified two main methods: analytical and synthetic⁵¹. An educator thinks, that 'as methods is a form of knowledge, it is applied anywhere, it equally belongs to all the educational subjects, it equally leads to the movement of an intellectual force of a teacher and a student'⁵². The first method – an analytical method – enables to divide the data in order to find their constituent parts and the simplest relations; the other method – a synthetic method – implies interpreting and deducing data from the constituent parts. A synthetic method is distinguished by its unity and consistency. In a scientist's opinion, the meaning of general concepts, clear understanding of which distinguishes an educated person from an uneducated person prevails in a synthetic method.

⁴⁶ G. Skovoroda, *Complete academic collection of works* (Harkiv-Edmonton-Toronto: Maydan; Vidavnistvo Kanadskogo Institutu Ukrayinskih Studiy), 2011.

⁴⁷ As in Kalinichenko, *Anthology of pedagogical thought of the Ukrainian SSR*, p. 156.

⁴⁸ Kalinichenko, *Anthology of pedagogical thought of the Ukrainian SSR*.

⁴⁹ As in Starikova, *The history of pedagogy and the philosophy of education*, p. 77.

⁵⁰ Starikova, *The history of pedagogy and the philosophy of education*.

⁵¹ Kalinichenko, *Anthology of pedagogical thought of the Ukrainian SSR*.

⁵² *Ibid.*, p. 177.

K.D. Ushinsky proves that anthropological knowledge makes it possible to correctly determine the content of education and the forms of its organization, considering peculiarities of mental formation and development and physiological features of a pupil's personality. The main task of such education is a child's holistic, organic and comprehensive development. Ushinsky notes that 'one-sided direction of knowledge and thinking does not do so much harm as in pedagogical practice'⁵³. Ushinsky considers the problem of the correlation of the scientific and the creative in pedagogy to be a priority, without which it is impossible to find an answer to any question connected with upbringing and education⁵⁴.

The Period of Contemporary History in Russia and Ukraine (20s – 80s of the XX century)

Socio-economic and cultural changes that emerged in the early twentieth century led to the increased demands on priorities of education, quality of knowledge and skills, forms of their acquisition and implementation in the world as a whole.

In developing the problems of education organization in the didactics of the 20s of the XX century in Ukraine and Russia, special attention was paid to the possibilities of using the research approach borrowed from American pedagogy. In the opinion of educators of that time (K.M. Venttsel, S.I. Hessen, S.T. Shatskii) the research approach was considered being the general principle in the educational process which must be reflected in all forms of students' educational work.

As S.I. Hessen⁵⁵ states, the purpose of education is not to transfer the foundations of science to students and to form practical skills, which is typical for advocates of real education, and not to form rational thinking on the basis students' mastering of logical methods of deduction and induction, which is characteristic of supporters of formal development of mind, but in teaching them methods of science, in other words, a teacher's task is to teach students how to acquire knowledge themselves, to use it in life.

S.T. Shatskii spoke on the unity of a future teacher's pedagogical and scientific activities. A scholar asserted that 'studying and researching pedagogical phenomena must be the basis for pedagogical institutions ...

⁵³ Lebedev, *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries*, p. 62.

⁵⁴ K.D. Ushinskiy, *Pedagogical literature* (Moscow: Direkt-Media), 2012.

⁵⁵ S.I. Gessen, *Pedagogical essays* (Saransk: Mediaprint), 2011.

and a teacher must become an observer and a researcher of those phenomena that are taking place in front of him'⁵⁶. S.T. Shatskii points out that further evolution of future teachers' training will necessarily lead to the fact that scientific work will be at its core⁵⁷.

The main criteria for choosing new forms and methods of educational work during the 20-30ies of the XX century in the USSR are the tasks of developing pupils' activity and independence. There was a noticeable trend towards research-based education. Soviet educators of the first half of the twentieth century (B.Ie. Raikov, O. P. Pinkevich) started measuring research and heuristic methods and pointed at some drawbacks of the latter one. However, at the same time, in the pedagogical literature of the USSR of that period, the research-based method was often identified with 'project-based learning' by W. Kilpatrick⁵⁸. That was the reason of wide-ranging debate over the issue who should determine the purpose of educational research – either a teacher or pupils; who should make the plan of research work, etc.

However, the lack of sufficient theoretical and practical development at that time, uncertainty of the ways of guiding a control of educational and research activities, overestimation of a pupil's abilities and underestimation of a teacher's role in the educational process combined with the recognition of universal character of research-based method led to a sharp decline in students' success. That was one of the reasons why, starting from the 1930s, they refused using pupils' research activity in the educational process and the method itself was considered faulty⁵⁹.

We cannot but agree with V.I. Andreev, who noted in the early 1980s:

The history of development and implementation of the research-based method, especially in the 1930s, teaches us the following: in pedagogy, as in no other field of human knowledge, an unprecedented phenomenon is possible: active 'implementation'

⁵⁶ Piskunov, *History of pedagogy and education. From the origin of education in primitive society to the end of the 20th century*, p. 255.

⁵⁷ Piskunov, *History of pedagogy and education. From the origin of education in primitive society to the end of the 20th century*.

⁵⁸ Retter, 'How William H. Kilpatrick's project method came to Germany. "Progressive Education" against the background of American-German relations before and after 1933'; Piskunov, *History of pedagogy and education. From the origin of education in primitive society to the end of the 20th century*.

⁵⁹ Knyazev, *History of pedagogics and education*; Yarmachenko, M.D. 1991. *Development of education and pedagogical idea on Ukraine (X – the beginning of XX century)* (Kyiv: Radyanska shkola).

can take place earlier than 'invention' itself takes place, that is earlier than thorough theoretical substantiation appears. It is in this way that the introduction of the research-based method took place in the 1920s and 1930s. The method itself as a theory was not developed and substantiated well enough. However, its active implementation was carried out by most teachers of the whole country⁶⁰.

The idea of applying the research-based method in secondary school was revived and further developed in the late 1950s – early 1960s of the XX century. At that time, teachers paid more attention to the activation of pupils' cognitive activity in the educational process. Pupils' research activity wasn't viewed as one of the teaching methods, but as the highest degree of scientifically substantiated hierarchy of methods, offered by I.Ya. Lerner⁶¹ and M.N. Skatkin⁶².

In the pedagogical conception by V.A. Sukhomlynsky, research activity is viewed as a condition of effective pedagogical work. The scientist believes that

...according to its logic, according to philosophical ground, to its creative nature pedagogical work is impossible without the elements of research. It is important for the way of thinking to be based on the research so that the accumulation, analysis and comparison will precede the scientific truth realization⁶³.

According to V.A. Sukhomlynsky, the scientific research approach to the phenomena of the outside world becomes especially important, since the process of learning about reality is an irreplaceable stimulus of thought. It is concluded that a teacher who is able to mentally penetrate into the essence of facts, to find out causal relationships, avoids a lot of difficulties and failures. Consequently, pedagogical work is close to scientific research⁶⁴.

⁶⁰ V.I. Andreev, *Research method of educating* (Moscow: Prosveshchenie), 1996. p. 78.

⁶¹ I.Ya. Lerner, *Didactic bases of methods of educating* (Moscow: Pedagogika), 1981.

⁶² M.A. Danilov, & M.N. Skatkin, (eds.) *Didactics of high school. Some problems of modern didactics* (Moscow: Prosveshchenie), 1975.

⁶³ V.A. Sukhomlynskiy, *Conversation with a young school principal* (Minsk: Universitetskoe), 1988. p. 138.

⁶⁴ Ibid.

During the 60s and 80s in the USSR a great number of important scientific works, which highlighted the problems using research-based method in education and the forms of its application for teaching different subjects appeared. A considerable influence on intensification of scientific research in this direction was done by the representatives of activity-based approach in education (V. V. Davydov, P. Y. Halperin, I. Y. Lerner, A. M. Matyushkin, M. I. Mahmutov, M. M. Skatkin, V. V. Uspensky, etc.), who made an important contribution to the theoretical and practical development of the ways of using pupils' research activity in the school educational process.

Thus, A.M. Matyushkin⁶⁵ proved that the level of a pupil's understanding of a situation as a problematic one influences a pupil's research activity. The determining factor in this case is the internal personal need for knowledge, which is lacking. The lack of cognitive motivation, connected with the performed activity leads to the lack of independence in searching for and finding a solution to the problem. This, in turn, makes educational process to be of creative character. While tracing one of the laws of a pupil's learning material acquisition – the dependence of its efficiency on pupils' intellectual activity, A. M. Matyushkin draws attention to the role of a teacher as the organizer of this research activity⁶⁶.

V.V. Davydov⁶⁷ spoke about the importance of research-based learning. However, he draws attention to the fact that such pupils' activity is not a real scientific research. In his opinion, it is 'quasi-research'. Pupils' learning activities in this case reproduce a researcher's work.

In the 80s of the XX century there appeared a number of scientific and pedagogical works devoted to the methodology and methods of pedagogical research (M.A. Danylov, V.I. Zahviazynskiy, V.V. Kraievskiy, N.D. Nykandrov, V.M. Polonskiy, and others), organizational and didactic aspects of research preparation and scientific and research work of youth (Yu.K. Babanskiy, H.Kh Valeev, V.V. Davydov, V.I. Zahviazynskiy, A.A. Kyverliakh, V.A. Slastonin, M.A. Sorokin, V.E. Tamarin, I.V. Usachova, A.I. Shcherbakov and others), covering the issue of research skills in a student's personal development (V.I. Andrieiev, A.M. Matiushkin and

⁶⁵ A.M. Matyushkin, *Problem situations in thinking and teaching* (Moscow: Pedagogika), 1972.

⁶⁶ Ibid.

⁶⁷ V.V. Davydov, *Problems of the developing educating* (Moscow: Direktmedia Publishing), 2008.

others). However, the cultural perspective of the problem remained underinvestigated and required special research.

Conclusions

Thus, the coverage of historical aspects of the problem of future specialists' scientific research culture creates a methodological basis for its solution, makes it possible to trace the dynamics of the problem development. Historical and pedagogical analysis allowed us to make the following conclusions: in the Periods of Ancient Civilization and Classical Antiquity the demand for the intellectual education of a person capable of searching for the truth, 'learning great-mindedness' is in the foreground. The Renaissance Period was characterized by tendencies to increase the status of an educated person, capable of independent thinking, critical judgment, research, self-education and self-cognition. One of the main theses of education of the Enlightenment Period is the cultivation of scientifically grounded knowledge, activation of a person's intellectual forces, his self-disclosure by means of scientific knowledge, the evolution of person's professional training in the center of which there is scientific work.

The main slogan of pedagogical developments of the first half of the XX century was the use of heuristic, research-based, and experimental methods as well as project-based learning as a means of formation of thinking skills, intellectual activities, self-education. The second half of the XX century was marked by the systematization and generalization of knowledge on the methodology and methods of scientific research, organizational and practical grounds of research-based training in secondary and higher schools. However, the systematic study of various aspects of specialists' scientific research culture, the issues of methodology of pedagogical science became especially important only at the second half of the XX century.

The prospects of the chosen research trend cover the issues of comprehension of the current state of the outlined problem considering culturological methodology.

REFERENCES

Abramov, Ya., (2014), *Johannes Henry Pestalozzi. His life and pedagogical activity*, Moscow: Prospekt.

Adamson, J.W., ed., (2011), *The educational writings of John Locke*, Cambridge: Cambridge Library Collection.

- Andreev, V.I., (1996), *Research method of educating*, Moscow: Prosveshchenie.
- Bongard-Levin, G.M., (2007), *Anciently Indian civilization. History. Religion. Philosophy. Epos*, Moscow: Vostochnaya literatura.
- Danilov, M.A. & Skatkin, M.N., eds., (1975), *Didactics of high school. Some problems of modern didactics*, Moscow: Prosveshchenie.
- Davydov, V.V., (2008), *Problems of the developing educating*, Moscow: Direktmedia Publishing.
- Disterweg, A., (1956), 'Guidance to education of the German teachers' in Disterweg, A., *Select pedagogical essays*, Moscow: Uchpedgiz, pp. 136-203.
- Dzhurinskiy, A.N., (2013), *History of pedagogics and education*, Moscow: Izdatelstvo Yurayt.
- Gaukroger, S., (2001), *Francis Bacon and the transformation of Early-modern philosophy*, Cambridge, U.K.; New York: Cambridge University Press. <https://doi.org/10.1017/CBO9780511612688>
- Gessen, S.I., (2011), *Pedagogical essays*, Saransk: Mediaprint.
- Gray, V., ed., (2010), *Xenophon: Oxford readings in classical studies*, Oxford: Oxford University Press.
- Historical stages of development of humanity,
<https://infotables.ru/istoriya/213-etapy-razvitiya-chelovechestva-tablica>, accessed December 27, 2020.
- Kalinichenko, N.P., ed., (1998), *Anthology of pedagogical thought of the Ukrainian SSR*, Moscow: Pedagogika.
- Knyazev, E.A., (2019), *History of pedagogics and education*, Moscow: Izdatelstvo Yurayt.
- Komenskiy, Ya.A., (1988), 'A great didactics' in Klarin, V.M. & Dzhurinskiy, A.N., eds., *Pedagogical heritage: J.A. Comenius, D. Locke, J.-J. Russo, I.G. Pestalozzi*, Moscow: Pedagogika, pp. 15-74.
- Komensky, Ya.A., (2003), *On education*, Moscow: Shkolnaya Pressa.
- Konfutsiy, (2015), *Judgements and conversations*, Moscow: Azbuka.
- Latyishina, D.I., (2006), *History of pedagogy. History of education and pedagogical thought*, Moscow: Gardarika.
- Lebedev, P.A., ed., (1987), *Anthology of pedagogical idea of Russia of the first half of XIX century (till reforms of 60s)*, Moscow: Pedagogika.
- Lebedev, P.A., ed., (2000), *Anthology of pedagogical thought of Russia in the second half of the XIX – early XX centuries*, Moscow: Pedagogika.
- Lerner, I.Ya., (1981), *Didactic bases of methods of educating*, Moscow: Pedagogika.

Lyubar, O.O., (2003), *History of Ukrainian school and pedagogics*, Kyiv: Znannya.

Matyushkin, A.M., (1972), *Problem situations in thinking and teaching*, Moscow: Pedagogika.

Piskunov, A.I., (2001), *Readings on the history of foreign pedagogy*, Moscow: Prosveschenie.

Piskunov, A.I., ed., (2004), *History of pedagogy and education. From the origin of education in primitive society to the end of the 20th century*, Moscow: TTs Sfera.

Prokopovich, F., (2012), *Philosophical essays*, Kyiv: Dnipro.

Ratke, W., (2008), *Escritos sobre a nova arte de ensinar de Wolfgang Ratke (1571-1635)*, Campinas: Autores Associados.

Retter, H., (2019), 'How William H. Kilpatrick's project method came to Germany. "Progressive Education" against the background of American-German relations before and after 1933"', *International Dialogues on Education. Past and Present*, vol. 6, no.1, 88-124.

Rousseau, J.-J., (1889), *Emile, or concerning education*, Boston: D.C. Heath & Company.

Serebryanyiy, S.D., (2009), 'Multiple-valued revelation of "Bhagadgita"' in *The Mahabharata. Book VI. Bhishmaparva, or the Book of Bhishma*, Moscow: Nauka, pp.291-335.

Simpson, D.J., & Stack, S.F., eds., (2010), *Teachers, leaders, and schools: Essays by John Dewey*, Carbonale, IL: Southern Illinois University Press.

Skovoroda, G., (2011), *Complete academic collection of works*, Harkiv-Edmonton-Toronto: Maydan; Vidavnitstvo Kanadskogo Institutu Ukrayinskih Studiy.

Solovkov, I.A., ed., (2002), *Anthology of pedagogical thought of Russia of the 18th century*, Moscow: Pedagogika.

Stadnichuk, B., (2015), *Socrates. Teacher, philosopher, warrior*, Moscow: Mann, Ivanov i Ferber.

Starikova, L.D., (2008), *The history of pedagogy and the philosophy of education*, Rostov na Donu: Feniks.

Suhomlinskiy, V.A., (1988), *Conversation with a young school principal*, Minsk: Universitetskoe.

Torosyan, V.G., (2013), *History of education and pedagogical thought*, Moscow: VLADOS-PRESS.

Tusheva, V., Vasylieva, S., Nataliia, A., Grygorash, V. & Grechanyk, O., (2020), 'The phenomenon of a future teacher's scientific-research

culture under the new socio-cultural conditions', *Journal of Critical Reviews*, vol.7 no. 13, 2872-2876.

Tusheva, V.V., (2018), 'Methodological and theoretical aspects of the problem of formation of future teachers' scientific-research culture in higher pedagogical school' in *Pedagogical and psychological sciences: development prospects in countries of Europe at the beginning of the third millennium*, vol. 2, Riga: Izdevnieciba 'Baltija Publishing', pp. 324-348.

Ushinskiy, K.D., (2012), *Pedagogical literature*, Moscow: Direkt-Media.

Volinka, G.I., (2005), *Philosophy of Antiquity and middle Ages is in an educational context*, Kyiv: Vischa shkola.

Yarmachenko, M.D., (1991), *Development of education and pedagogical idea on Ukraine (X – the beginning of XX century)*, Kyiv: Radyanska shkola.

HOW CAN GOD BE KNOWN IN THE CONTEMPORARY WORLD?

ALEXANDRU GABRIEL NEGOIȚĂ*

alexgabrielnegoita@yahoo.com

Abstract: *The knowledge of God has preoccupied most of the Holy Fathers and Christian Church Writers over time, and in contemporaneity, this topic is also debated by atheists as a form of denial of the reality of the presence of divinity in the world.*

In this paper, I will try to show that the level of God's knowledge involves a problem of theological spirituality, a problem in which the perfection and transcendence of the rational creature is called into question under the infinite rays of God. The process of knowledge, as a direct union between God and the human subject through immanent energies, is basically the process of our deity. The act of union, the crown of the haric experience, is an act of knowledge through transcendence, possibly due to an aptitude of godliness. Depending on this there are two conditions under which the act of knowledge can be performed: the condition of the relationship, of the intercession, sitting within those created and the condition of the overrelationship, of the directness, standing outside the existing ones.

I will also try to show what the originality of Tertullian¹ and Lactantius, two of the first great theologians of the Language, consists of in the formulation of this teaching.

Keywords: *transcendence, knowledge, asceticism, love.*

Ways of Knowing God. The idea of God, innate to the human soul

Knowing God's existence, the only supreme and perfect² existence is possible both supernaturally and naturally³, without special instruction and without Revelation. Human wisdom is so made that it recognizes,

* **PhD. Student, Political Sciences Faculty, Bucharest University.**

¹ Tertullian, born around 160 in Carthage and died around 240, was the most original Latin Christian author. He created the Christian Latin language, giving new content to the old words and having a personal, concise style (Pr. Prof. Ioan G. Coman, *Patrology*, Publishing House of the Biblical and Mission Institute of the BOR, Bucharest 1956, p. 70). Among his works we remember: *Apologeticum*, *De patrimonio animae*, *Ad nationes*, *Adversus Marcionem*, *Adversus Hermogenem*, *De praescriptione haereticorum* and others.

² Monseigneur Freppel, *Tertullien*, Paris 1871, Vol. II, p. 32 4; Tertullian, *Adversus Marcionem*, 1, 18, 2, P.L., 2, p. 266.

³ Joseph Schwane, *Histoire des dogmes, periode anteniceenne*, translated by Abbe P. Belet, Paris 1903, p. 172.

through a penchant of its nature, the truth about the existence of the unique God. Tertullian is the first Christian writer to speak of an immediate natural knowledge of divinity, which we can have in this way.⁴ For it is not permissible, he continues, not to know Him who is in the sight of all, easily recognizable from His heavenly blessings, from the creations so many and so great, in which we live, by which we maintain, which we rejoice and even frighten.

The knowledge of divinity begins beyond the natural relationship through an effort of our thought to escape from it. Using the parallelism between the Creator and the creature, Saint Maxim the Confessor highlights the indeterminate and absolute sermons of the Godly Subject in order to show that his being transcends every relationship of existence and therefore, in order to know Him, the human subject must overcome his natural relationship.

Speaking of the soul, Tertullian criticizes the misteachings of Plato and the Gnostics. Thus, Plato said that the soul would return to God, to the world of ideas, where it otherwise came from. The teachings are, therefore, mere memories of what the soul knew before.⁵ The Valentineian Gnostics, in turn, attributed all empirical and sensitive knowledge to an inferior soul, distant from God and evil by nature.⁶ They distinguished between the bodily senses and the intellectual powers of man. Against them, in his work *About the Soul*, Tertullian defines this part of man as a breath of God, born, immortal, corporal, embodied, simple as substance, wise, devolved in a different way, having free will, subject to subsequent modifications, rationally. His health and progress, as well as of the body, are achieved and maintained through continuous activity, through arts and science.⁷

We can say that from what we know, we know about the existence or deity uncaused or unknown, and from the unknown existence we understand what has been caused. There is a mutual communication between cataphatic and apophatic knowledge, the apophatic being in part known by cataphatic and the cataphatic being better known by the

⁴ Tertullian, *About Resurrection*, IM, P.L., 2, p. 798; Jean-Claude Fredouille, *Tertullien et la conversion de la culture antique*, Paris, 1972, p. 344.

⁵ Monseigneur Freppel, *Tertullien*, Paris 1871, Vol. II, p. 32 4; Tertullian, *Adversus Marcionem*, 1, 18, 2, P.L., 2, p. 687.

⁶ Joseph Schwane, *Histoire des dogmes, periode antenicene*, translated by Abbe P. Belet, Paris 1903, p. 173.

⁷ Tertullian, *De anima*, XVIII, P.L., 2 XXII & XX; P.L., 2, pp. 686-683.

apophatic. The apophatic is not entirely unknown, and the cataphatic is not entirely understood either, having as its origin the absolute apophatic. In corroborating the unity between apophatic and cataphatic, with the natural cohabitation between "rationality and mystery" along the entire spectrum of existence, the union between cataphatic and apophatic can be expressed as a union between rationality and mystery. The rational also encompasses the mysterious and vice versa, both in God and in the created world. Rationality is the means of communicating unlimited freedom, love and intent to the other, and this is manifested in interpersonal communion⁸, communion that is expressed through love and which is based on the Supreme Truth-our Lord Jesus Christ.

In his other work, *About the Testimony of the Soul*, Tertullian develops the idea in chapter 17 of the *Apologeticum*, after which "the soul is Christian in a natural way". His method is to convince the heathens of the existence of God, by the testimony of the simple and clean soul⁹ that rises up to Him through an instinctive and spontaneous movement. The soul is able to connect with angels and God. He can understand some mysteries and receive harisms¹⁰. Whether the soul is divine, or given by God, says Tertullian, he recognizes his Giver and rises by himself to the knowledge of the Truth. And the knowledge of God gives him, in addition to the untold happiness of the heavenly state, and the certainty of salvation¹¹.

Before becoming a Christian, Tertullian was well acquainted with the teachings of the main philosophical currents of the time, which he later fought with great courage. He notices the vague curiosity of philosophers, who have studied nature, without caring who created it and who governs it, looking for where nothing can be found and beating where no one is¹². For them, God is only an object of knowledge¹³. But philosophy also has a positive role in the knowledge of divinity. Tertullian cannot ignore pagan culture, seen as preparatory to the knowledge of God in Christianity. Subordinate to faith, put in its service, pagan culture is useful because it

⁸ Silviu Eugen Rogobete, *An Ontology of Love*, Polirom Publishing House, Iasi, 2001, pp. 60-61.

⁹ Rev. Prof. Ioan G. Coman, *Patrology*, vol.2, Bucharest, 1985, Publishing House of the Biblical and Mission Institute of BOR, p. 402.

¹⁰ Tertullian, *De anima*, XVIII, P.L., 2 XXII & XX; P.L., 2, p. 686.

¹¹ Rev. Prof. Ioan G. Coman, *Problems of Philosophy and Patristic Literature*, Bucharest, 1995, p. 177.

¹² Tertullian, *De praescriptione haereticorum*, IX, 8, 9, P.L., 2, 23.

¹³ Tertullian, *Apologeticum*, XLVI, P.L., 2, 62 C, pp. 8-9.

allows successful rejection of opponents¹⁴. Tertullian also does not hesitate to say that the sages of antiquity once met with the true teaching about God, like shipwrecked people, thrown by storm by storm into a welcoming port. For sometimes philosophical thought is close to the Christian one¹⁵.

The paradoxical character of the Knowledge of God

Knowledge is, of course, an essential spiritual attribute of man, as a being created in the image and likeness of God, to whom He, out of love, is revealed by faith and according to spiritual experience, with the help of divine grace. This constitutes knowledge in the philocalic relation, that is, of the improvement of the spiritual life of the Christian to the likeness of Christ¹⁶, knowledge by living, by asceticism, by contemplation, which is above verbal communication, being a communion of life with God.

The Russian theologian Vladimir Lossky states that if we transpose the distinction between affirmative and negative theology, established by Dionysius the Areopagite, on the level of dialectic, we are in front of an antinomy. This antinomy was sought to be resolved by attempting to make a synthesis of the two opposite paths, reducing them to a single method of knowing God. Thus, Thomas Aquinas reduces Dionysius' two paths to one, making negative theology a correction of affirmative theology. By attributing to God the perfections we find in created beings, we must deny, according to Thomas, the way in which we understand these statements, but we can affirm them in relation to God, in a more sublime, *modo sublimiori...* We can ask ourselves what extent does this ingenious philosophical "trouvaile" correspond to the thinking of Dionysius. Thus, for Dionysius, the apophatic path or mystical theology has as its object God as absolutely unknowable¹⁷, to which man tends from creation, as an ontological fact, the goal being the resemblance to his Creator.

The knowledge of God continually retains a paradoxical character: as one ascends into His knowledge, one ascends into the understanding of His incomprehensible mystery. In this lies the true knowledge of the One sought, in knowing by the fact that he does not know. For the One who is

¹⁴ Tertullian, *De corona*, VU, 3, P.L., 2, p. 84

¹⁵ Tertullian, *De anima*, II, P.L.2, pp. 649 – 650.

¹⁶ ***, *Philocal Dictionary*, 2nd edition, composed by Ignatie Teoforul, Cavallioti Publishing House, Bucharest, 2001, p. 164.

¹⁷ Vladimir Lossky, *The Mystical Theology of the Eastern Church*, translated by Rev. Prof. Dr. Vasile Răducă, Anastasia Publishing House, Bucharest, 1993, p. 23.

sought is above all knowledge, surrounded on all sides by misunderstanding.

The Need for Supernatural Revelation in the Knowledge of God

Against Marcion, who claimed that man cannot reach God outside of Christian Revelation, Tertullian shows that the idea of God predates the gospel, being natural to the human soul. And the God of the Old Testament is the same as the God of the soul. But the Holy Scriptures make available to men a fuller and deeper knowledge of God¹⁸, for the knowledge acquired through the supernatural Revelation is superior to that which is attained by the way of natural knowledge.

The teaching about knowing God in the Old Testament is found only in Tertullian's writings¹⁹, not in Lactantius. For him, Judaism possessed the maximum truth accessible to man. For from time to time God has chosen from among the Jewish people righteous men, pure in heart and inspired, to make Him known to the world, proclaiming Him to all.²⁰

Christianity is the ultimate destination of the long way to the knowledge of God, having as a starting point the human soul and as main stages: natural religion, philosophy and Judaism. Between these three there is no opposition, but an evolution. The question is: Why does God want to be so incomprehensible to humans first? Marcion's God is not known through this mysterious Revelation, but suddenly, through Christ, in a total Revelation. Answering and fighting the heretic, Tertullian brings the argument of the necessity of preparing mankind for its reception.

God - the Creator, as it appears in the Old Testament, is none other than the Savior Jesus Christ²¹. Everything that God hid in the Old Testament is revealed in Christ, through whom all the prophecies were fulfilled. If until Christ we have images and shadows, in Him, Tertullian points out, it is reality²².

Every ordinary craftsman among Christians has discovered God and shown it to others through his way of life, confessing everything that philosophers seek about Him, although Plato declares that the Creator of

¹⁸ *Ibidem*, XVIII, I, P.L., 2,30B

¹⁹ Exposed in his work, *Adversus judaeos*, P.L., 2, pp. 633-682.

²⁰ Tertullian, *Apologeticum*, XVIII, 2, P.L., 2, 30B.

²¹ Tertullian, *Adversus Marcionem*, II, 13-29, P.L., 2, 300; Tertullian speaks of the existing Son of the Old Testament and the incarnate Son;

²² Van der Geest, *Le Christ de l' Ancien Testament chez Tertullien*, Dekker and Van de Vegt, Nijmegen 1972, p. 144.

the universe cannot be easily known, and even if he did, it's hard to explain to everyone²³. Christianity is not inspired by a human teaching²⁴, and for the full knowledge of God in Christ nothing must be sought outside the Holy Gospel. For Tertullian, the man of the people is closer to the knowledge of God than the pagan scholar. The Phrygian sect of the Montanists, of which Tertullian was a part, is a contrary reaction to the tendencies of gnosis, of knowledge. While the Gnostics are rationalists, the Montanists are mystics, absorbing science into a blind faith, replacing with ecstasy all man-made efforts to know God.²⁵

Lactantius' conception aboute the knowledge of God

Man is, as a whole, an imperfect existence, the question which Lactantius asks himself is whether or not he can claim for himself the knowledge of human things and, still more, to know God²⁶. His answer is that man can do this, but not only by his own strength. Such knowledge is beyond his natural powers, but God has given him the real opportunity to know Him²⁷. Man does not have the full power of knowledge, for otherwise he would be God, but he does not ignore everything, for then he would be an animal. It therefore holds an intermediate position, in which science is mixed with ignorance²⁸.

God escapes from the common reason of the human word and imagination, in other words, what makes us understand God is the inability to understand Him. The divine being remains inexpressible, yet Lactantius formulates, broadly, a conception of the attributes of divinity. Thus, speaking of the One God, in the theological system of Lactantius everything is dependent on the idea of the Oneness of divinity. Lactantius also speaks of other attributes of God: omnipotence, unbornness, eternity, transcendence, perfect, incorruptible, impatient, subject to nothing and no power, impassive, immutable, most blessed²⁹.

²³ Tertullian, *Apologeticum*, XLVI, 9, P.L., 2, 62C.

²⁴ Idem, *De patientia*, II, 3, S.C. 310, 64.

²⁵ *Ibidem*, p. 281.

²⁶ Lactanțiu, *Divinae institutiones* II, 8, 6-7, P.L., 6, 306, Idem, *Epitome Divinae institutiones*, III, 26, 3 P.L., 6, pp. 431-433

²⁷ Idem, *Divinae Institutiones*, I, 1, 5- 6 și II; II, 3, 2S; III, I, 6; VII, 2, 3; P.L., 6, pp. 111, 115, 268, 349, 739.

²⁸ Pr. Prof. Ioan G. Coman, *Patrology*, vol. 2, Bucharest, 19 p. 189.

²⁹ Lactanțiu, *Divinae Institutiones*, I, 1, 5; I, 3, 14-15, I, 8, 2-3; P.L., 6, pp. 113, 124, 153.

Although he does not insist too much on the natural knowledge of God, Lactantius says that men received from divinity the face turned to heaven³⁰ and he who does not know God, though he sees, is blind, though he hears, is deaf, though he speaks, is dumb³¹. It was natural, then, that man, having received so much honor, power, and dominion over the world, should recognize God as the author of the good deeds done upon him, and worship him.

Lactantius states that philosophers constantly doubt which things are true and which are false. That is why they often contradict each other. The knowledge of philosophers is not really scientific, but rather conjunctural³². It is assumption, opinion³³, not certainty. The lack of a guide for Revelation made philosophers wander in the shadows of true science and not in its light. Their science does not come from God, the only source of truth, and is not based on His words³⁴. By itself, it does not tend to wisdom and is not wisdom, but a false wisdom, multiple and contradictory. The reason is that the heathen do not have faith in the supreme God, who could have initiated them into the science of truth. Therefore, pagan philosophy only blinded the wise, so that they would no longer see the beauty of the world, would not understand, and would not hold the truth. If it had improved and perfected life, it would have meant that no one else could be good but philosophers, and non-philosophers would be evil. The ignorance of philosophers comes from the ignorance of God³⁵.

Although philosophy cannot provide, by itself, a full knowledge of God, the two authors, who in the period before their conversion to Christianity, knew it quite well, also emphasize its positive role. Thus, Lactantius says that no matter how much they divided the divine truth, philosophy and philosophers still saw something of it³⁶. And even if there was no philosophy that came closer to God, if we consider the contribution of every pagan thinker, some of the truth was understood by

³⁰ *Ibidem*, II, 1, 14, P.L., 6, p. 257.

³¹ *Ibidem*, VI, 9, 13, P.L., 6, p. 664.

³² Robert Dick Sider, in his book *Ancient Rhetoric and the Art of Tertullian*, London 1917, pp. 41-73, talks extensively about the use of this method by Tertullian.

³³ Lactantium, *Divinae Institutiones*, III, 3, 3; III, 27, 1- 3, III, 4, 2; P.L., 6, pp. 354, 357, 433-434.

³⁴ Lactantium, *Divinae Institutiones.*, VI, 9, 13 and VII, 2, P.L., 6, 664, pp. 739 - 740.

³⁵ Pr. Prof. Ioan G. Coman, *Problems of philosophy and patristic literature*, Bucharest, 1995, p. 115.

³⁶ Lactantium, *Divinae Institutiones*, I, 5, 28 și VII, 7, 1 - 4, P.L., 6, pp. 137; 759.

philosophers. A separation of truth from falsehood must be made, which, however, is possible only if a criterion is possessed, that is, divine revelation.

Lactantius relentlessly invokes the authority of philosophers and poets, when they generally agree with his own teaching. Thus, he says of the philosopher Cicero that he was "inspired by a certain spirit" when, following and imitating Plato in a large number of texts, he often acknowledges the existence of God and calls him the supreme God. It is not about the inspiration due to the seminal Logos, as we find in St. Justin the Martyr and the Philosopher³⁷, but only about a distancing of the philosopher from the dominant polytheism of the time.

In Lactantius's thought, the knowledge of God by rational means and that by faith are closely connected. For knowledge by faith is given virtually to all men who can know the true God. Contrary to philosophy, lack of wisdom (in the sense of human intelligence) is not an obstacle to knowing the divinity³⁸.

All human wisdom must therefore be placed in the service of the knowledge and worship of God. Just as wisdom is required in the religious act of worshiping God, in the sense that we must know what and how to worship, so in the act of wisdom we must bring proper worship to the divinity. This idea, summarized briefly in the plastic formula: "In sapientia religio et in religione sapientia est", predates Lactantius and is found in the Apologists and the representatives of the Alexandrine School³⁹.

Pagan philosophy does not tend to wisdom and is not wisdom, for true wisdom is, to the mind of men, a divine light. The pagan "sage" departs from all that is divine, remaining in his natural powers.

Knowing God through love

Knowledge is a movement in God, with the mind prepared and guided by love. It is the realization of the mystical incarnation of the divine Logos in us through love, a substitution by grace. However, in order to create the conditions for this incarnation, a subjective accommodation is needed for the works of divine love performed by

³⁷ Saint Justin the Martyr and the Philosopher, *Apology I*, chap. 46, P.G. 6, col.397.

³⁸ Perrin Michel, *L'homme antique et chrétien - L'anthropologie de Lactance (250-325)*, Paris 1981, pp. 454 and 460.

³⁹ Rev. Prof. Ioan G. Coman, *Problems of philosophy and patristic literature*, Bucharest, 1995, p. 167.

Christ in the world⁴⁰. The Christian must ascend by love and truth to God, as He descended to us by love. After passing through all knowledge, there is in us a concentration on God as the only and last good to be desired.

Love is not just about feeling. And it does not let itself be caught without rest from the angle of this one dimension. But in its concretization and fulfillment, "love absorbs its powers from other layers, it also serves other functions of human nature"⁴¹, the function of knowledge, of revealing the unknowability, of what seems impenetrable with the mind, but penetrating with the heart, with the power of love.

Above all, things discover their meaning, their relationality is seen by man as having its unitary source in the personal God, as they are seen as a means of God's love, therefore of God's dialogue with us and of the dialogue between us, a dialogue through which God leads us to a deeper and deeper knowledge of His thinking and love, and to an increase in our own thinking and love in the relationship between us and God. The fundamental meaning we discover in the rationalization of the world is that it comes from the Supreme Person and is addressed as another person, that is, the fact of the very special importance that God gives to the human person. According to Father Staniloae, "true knowledge recognizes the Personal Reality of God as the ultimate Reality. This is the experimental knowledge in participation and in communion, in a dialogue of love with the divine, with other human beings and with the whole creation". True knowledge is the knowledge in communion of love, based on revealed truth.⁴² True reason is also a word, it is communication, it is participation in reality, of which the highest is the personal one.

Knowledge is neither purely rational nor simply relational: it implies love. There can be neither self-knowledge nor knowledge of others without love. Full knowledge is always love and as such is directed to another person. Knowledge is ultimately the loving reference of one object to another object. Even by referring to an object, the knowing subject indirectly refers to another subject. And only in this reference is self-knowledge realized. Only by this reference does one know oneself. In the opinion of Father Stăniloae, "knowledge is a participatory exercise based on the loving

⁴⁰ Ion I. Bria, *The Knowledge of God after Saint Maximus the Confessor*, in "Theological Studies", IX (1957), no. 5-6, pp. 311-315.

⁴¹ Rev. Prof. Hab. Dumitru Belu, *About Love*, Omniscope Publishing House, Craiova, 1997, p. 29.

⁴² Silviu Eugen Rogobete, *An Ontology of Love*, Polirom Publishing House, Iași, 2001, pp. 59-71.

relationship between the knowing subject and other subjects, and ultimately, based on the human relationship with the supreme Subject. Moreover, participation in love brings not only true knowledge, but also a true personal identity. Therefore, human substantiality, true subjectivity, is the result of participation in the interpersonal communion governed by love"⁴³.

Regarding the knowledge through love, the relationship between God and man, Father Dumitru Stăniloae states: "God being a person, a relationship of love is established between Him and us, which maintains both Him and us as persons. We experience this love not as an infinity always identical, but as an infinity with the perspective of a constant novelty. We will always move forward in it. From what we know God, from what we want to know Him even more, from what we love Him more, it stimulates us to love even more. Because God is a person, His knowledge through experience is also a function of our cleansing from the passionate and blind affection for finite things. But this is exactly what makes us understand that, beyond the always new wealth that we perceive, there is a source of it, which does not fall within the scope of our experience"⁴⁴. Therefore, of the two paths of knowledge, apophatic knowledge is knowledge through love.

Conclusions

The true path to knowledge, according to Orthodox teaching, passes through the heart. Only then does he rise to this height of supernatural knowledge, when man loves in depth, divinely, when he is nothing but love and is confused in love, in absolute love. In this way one does not look at God, but lives. You are with Him, in Him, He is in us: knowledge, love, living. In intellectual knowledge we descend to God in the patterns of our minds; In knowledge through love we ascend to Him, seeking to transcend our limitation and pass into infinity, an idea accentuated by Athonite teaching⁴⁵. the knowledge of the Truth through love, through the ascent to deification, through asceticism, through expectation, that is, the agonization of grace after grace.

⁴³ Rev. Prof. Dr. Dumitru Stăniloae, *Orthodox Dogmatic Theology*, vol. I, 2nd edition, Publishing House of the Biblical and Mission Institute of the Romanian Orthodox Church, Bucharest, 1996, p. 87.

⁴⁴ *Ibidem*, p. 91.

⁴⁵ ***, *Dogmatic and Symbolic Theology*, vol. I, Publishing House of the Biblical and Mission Institute of the Romanian Orthodox Church, Bucharest, 1958, pp. 143-144.

Therefore, it can be clearly deduced from what is presented that no one can approach the knowledge of God except through love, which in the gnoseological conception of the Church, has a decisive role. The knowledge of God, as sublime Truth, involves the whole being of man, body and soul, neither reason nor feeling being sufficient, but these together can lead man to true knowledge. The personal knowledge of each Christian must be directed to communion, with his Creator, with his neighbor, but also with himself. This communion can be realized especially on love, having as model the intratrinitarian love, love that is perfected continuously, this communion being an eternal one. Asceticism, the prayer of the heart, contemplation, raises man in the relationship of communion with God, who through experience experiences intratrinitarian love. Therefore, knowledge is a living encounter between the one who knows and the One Who is known. The sole purpose of a true knowledge or its unique content is only that man can meet the living Truth face to face. He can reach with his soul, heart, and thought, in its entirety, the height of his personal encounter with the living and true God in Christ, who already constitutes a symbiotic relationship and a living encounter. It is the beginning of a new life in union with Christ, Who is known and at the same time remains the One who knows, since the living and true God never becomes the "object". It always remains a Subject, just as man himself remains.

REFERENCES

Belu, Dumitru, Rev. Prof. Hab., (1997), *About love*, Omniscope Publishing House, Craiova;

Bria, Ion I., (1957), *The Knowledge of God after Saint Maximus the Confessor*, in "Theological Studies", IX, no. 5-6;

Coman, Ioan G. Fr. Prof., (1985), *Patrology*, vol. 2, Bucharest, Publishing House of the Biblical and Mission Institute of BOR;

Coman Ioan G, Fr. Prof., (1995), *Problems of Philosophy and Patristic Literature*, Bucharest;

Justin the Martyr and the Philosopher, (2009), *Apology I*, chap. 46, P.G. 6, col. 397, Oxford University Press;

Fredouille Jean-Claude, (1972), *Tertullien et la conversion de la culture antique*, Paris;

Lactantius, (2003), *Divinae institutiones* II, 8, 6-7, P.L., 6, Anthony Bowen, Peter Garnsey, translated texts for historians, Liverpool: Liverpool

University Press;

Lossky, Vladimir, (1993), *The Mystical Theology of the Eastern Church*, translated by Fr. Hab. Vasile Răducă, Anastasia Publishing House, Bucharest;

Monseigneur, Freppel, (1871), *Tertullien*, Paris Vol. II;

Perrin, Michel, (1981), *L'homme antique et chrétien - L'anthropologie de Lactance (250-325)*, Paris;

Rogobete, Silviu Eugen, (2001), *An Ontology of Love*, Polirom Publishing House, Iasi;

Schwane, Joseph, (1903), *Histoire des dogmes, periode anteniceenne*, translated by Abbe P. Belet, Paris;

Sider Robert, (1917), *Ancient Rhetoric and the Art of Tertullian*, London;

Tertullian, (1709), *Apologeticum*, XLVI, P.L., 2, 62C, translated and annotated by WM. Reeve, London;

Tertullian, (1722), *De praescriptione haereticorum*, IX, 8, 9, P.L., 2, Oxford, By Betty;

Tertullian, (1842), *De corona*, VU, 3, P.L., 2, Dodgson;

Tertullian, (1870), *De anima*, XVIII, P.L., 2 XXII & XX; P.L., 2, Holmes;

Tertullian, *Adversus Marcionem*, (1870), Edited and translated by Ernest Evans 1, 18, 2, P.L;

Van der Geest, (1972), *Le Christ de l' Ancien Testament chez Tertullien*, Dekker and Van de Vegt, Nijmegen;

***, *Philocal Dictionary*, (2001), 2nd edition, composed by Ignatie Teoforul, Cavallioti Publishing House, Bucharest.