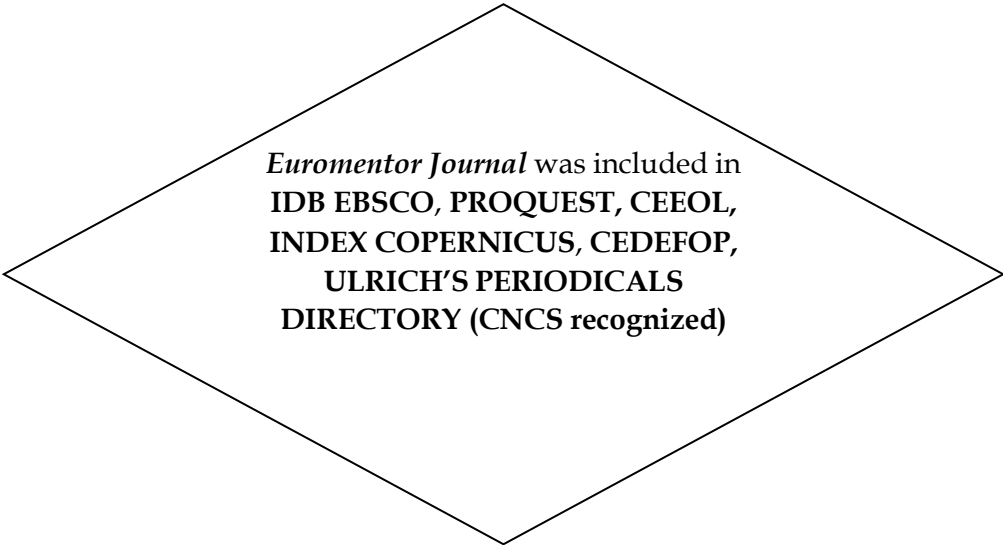


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# HAPPINESS IN HIGHER EDUCATION THE STUDENT'S RIGHT TO GOOD STUDY- COUNSELING

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**Abstract:** *The study counseling in university is useful for individuals and society as a whole considering three perspectives. First, at the individual level, it is very important to note counseling as a basis for continuous learning. The counselor must also take into account the student's personal goals and previous learning experiences. In this case, counseling is support for studies, professional growth and life management based on the needs of students. Learning objectives support students' commitment to studies, the functioning and effectiveness of the education system, and structure the relationship between education and the labor market. Second, the development of counseling arrangements must be linked to the university's overall strategy and as part of permanent quality assurance. In this way the counseling responds more comprehensively to the development of the university's quality and strategy. Third, the targets of the labor market performance take into account the relationship between labor and job supply and support the adjustment to the labor market changes.*

**Keywords:** *study counseling, happiness, counselor, university.*

## Introduction

Universities have evolved from an elite university system to a mass education system over time. This has led to a diverse group of people studying at universities today. It also faces a wider labor market than before. Alongside the university, similar higher education systems have emerged, focusing more on teaching rather than research<sup>1</sup>. This is why counseling has different priorities. The target of this article is to analyze the most important goals and operating methods of university study counseling. The article examines the need for study counseling and its components in a chain that begins with the recruitment of students to the

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<sup>1</sup> A.G., Watts & Raoul Van Esbroeck: *New skills for new futures: a comparative review of higher education guidance and counseling services in the European Union*. International Journal for the Advancement of Counseling. Volume 22, 2000, pp. 173–187.

university and ends with the university's responsibility for monitoring the long-term student's career after graduating in labor market.

### **Study counseling at the university**

Counseling is a working method and a form of professional discussion. Counseling is negotiation that promotes, through discussion, the ability of the person for being guided to improve his or her life in the way he or she wants. Counseling can be described as a broad-based method of life planning. In order for the university to be able to meet the challenges set for it, in addition to high-quality teaching, student counseling and counseling services are needed to support successful learning processes.

The university has an obligation to organize teaching and study-counseling so that the student can complete the degree within the target time while studying full-time. The quality of teaching can be raised by paying special attention to individual, personalized curricula, acceptance practices, student counseling services, and measures to reduce dropouts.

In career counseling, the adoption of continuous (lifelong) learning is a necessary goal. In this case, the student or the graduated student is considered an active seeker of information and learning takes place largely in a self-directed manner. However, counseling is needed to achieve this. Career counseling for continuous (lifelong) learning aims to help students set individual goals for their own careers and guide them to reflect on their own interests.

First, at the individual level, it is very important to note counseling as a basis for continuous learning. The counselor must also take into account the student's personal goals and previous learning experiences. In this case, counseling means support for studies, professional growth and life management based on the needs of students. Learning objectives support students' commitment to studies, the functioning and effectiveness of the education system, and structure the relationship between education and the labor market. Second, the development of counseling arrangements must be linked to the university's overall strategy and as part of permanent quality assurance. In this way the counseling responds more comprehensively to the development of the university's quality assurance and strategy. Third, labor market performance targets look at the relationship between labor and job supply and help adapt to changes in the labor market.



The mutual emphases of these three themes vary between different universities, but career counseling is seen today as a key factor in economic growth. In the member states of the European Union, higher education varies in level and scope.

Existing services focus primarily only on study or individual choice situations. Knowledge of career planning, the functioning of the labor market and entrepreneurship as a whole is thin. There are normally only few trained counseling professionals in universities. As a whole, the supply of counseling services does not meet demand. Only a few students receive support for their career planning during their studies. On the other hand, services must be available to adults returning to study, distance students, those entering the labor market, international students, those changing their major or considering dropping out. The potential of information and communication technology in control is not yet fully exploited in order to respond more flexibly and cost-effectively to the demand for control and the needs of different customer groups. Based on the results of the evaluation, the OECD and the EU Commission published a handbook on the organization of joint lifelong guidance and the underlying decision-making<sup>2</sup>.

### **Target of study-counseling**

The change in working life is visible in the daily lives of each of us. Even if the work does not change in a day or a week, the change is still a reality that cannot be ignored. COVID-19 has opened the eyes of all of us to see huge changes. Responding to the change in the labor market is a major challenge for the content and timeliness of education and at the same time it is a challenge for students planning their future careers. Continuous (lifelong) learning has become a reality for an ever-increasing number of people. The number of students in education is even more heterogeneous, and groups from different life situations stand out from the students.

The aim of the counseling is to shorten study periods, reduce doubts about the success of the sub-selection and engage students in their studies, clarify students' future and career goals, and facilitate the transition to the

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<sup>2</sup> OECD: Organisation for Economic Co-Operation and Development the European Commission. *Handbook on the organization of joint lifelong guidance and the underlying decision-making. Career Guidance. A Handbook for policy makers* isbn 92-64-01519-1 91, 2004, 02 1 P [www.oecd.org](http://www.oecd.org) A Handbook for policy maker.

labor market after studies. A key factor in the success of universities has been the progress of students' studies and, through it, the ability of education to produce degrees effectively. This has put study-counseling at the core of development, the improvement of which aims to streamline studies, reduces drop-out rates and creates uninterrupted study paths.

One of the significant factors influencing the progress of studies is the student's future orientation, which describes the student's confidence in his or her career prospects in the future. Because of change, there is uncertainty about the future society in which students will find themselves after their education and the rate of change at which they should respond in education.

Strongly career-oriented study is considered important for the fluency of studies and the development of competence, where student's own career aspirations and dreams are identified from the very beginning of studies and one attaches himself or herself to the professional identity in his or her own field as early as possible.

### **Content and organization of study-counseling**

The content and the organization are the most important elements of study-counseling.

#### ***Content of study-counseling***

Study-counseling must be designed as a whole to serve the needs of a wide range of learners. Increasing needs require resources for counseling, and a clear division of responsibilities. The first year of study requires special attention, as this is when the student integrates into the university. However, learning critical thinking and computing requires more time. Quality teaching and counseling is a student's right throughout the degree. Services should be adequate and knowledgeable, and readily available to both students and teachers. The structuring of the counseling according to the content is based on three main content areas, in which case the objectives of the counseling are the counseling of the student's growth and development, the counseling of study skills and study, and the counseling of professional orientation.

The study counseling can be shared as follows:

- basic counseling, which is counseling given to each student, which is implemented mainly as group counseling throughout the

student's study path. It supports students' self-direction and enables the student to use the services available independently.

- supplementary counseling, which is given as personal counseling on the student's initiative and on the topic he or she raises. It can concern, for example, the smooth integration of a student's personal life situation (illness, etc.) and study, accessibility of studies or international studies and
- enhanced counseling, which is offered when the students' studies are not progressing (illness, life situation, lack of motivation, etc.).

The role of the student in study-counseling is important. Not only university but also the students have their own responsibilities for study-counseling. The main goal of the student is to commit to growing into an academic expert, developing one's own skills and increasing one's working life skills. In addition, the student's responsibilities and actions includes as follows:

- Registration in the university, the basic university service ID and the university's e-mail, obtain the student's card.
- Understand from the beginning his or her own role as an independent university student responsible for own studies.
- Attends meetings about the personal curriculum and plans the studies using the form of the personal curriculum.
- Sets own goals in relation to the study competence goals.
- Participates in orientation studies and participates in meetings organized by tutor students.
- Participates in the counseling included in the studies, and independently applies for other needed counseling.
- Register for the courses and take care of the cancellation of the course place in time if prevented from attending the course.
- Progresses purposefully in the studies in accordance with the curriculum.
- Apply for special arrangements to support the studies, such as an extension of the exam period.
- Provides feedback for the improving of teaching, counseling and assessment as a part of university's quality assurance system.
- Understand the most important university regulations and study ethics. Follows good scientific practice and ethical principles of study and research in the studies.

- Serves as a member of the university community and respects the work of others<sup>3</sup>.

The career counseling is offered to the students during study time but especially before the graduation and several years after graduating. From the university's career services, the student receives counseling for internships, job search and individual career counseling. The purpose of career counseling is to support decision-making related to study and career planning by providing tools such as increasing self-awareness, assessing alternative study and work opportunities, and setting goals. Career counseling can be obtained in a personal counseling discussion or by participating in a career counseling group. A personal counseling conversation is a confidential conversation between a student and a career counselor during which a student or recent graduate reflects on issues that concern the student's future, study choices, or job. The discussion always starts with the student's own questions and needs.

Career counseling could make it possible to reduce students' willingness to drop out. Suspending studies is a difficult thing to structure. The research results are diverse in that in some cases counseling may have influenced the willingness to discontinue, but in others it may not. More effective counseling would seem to make it possible to prevent interruption if a student wants to interrupt his/her studies because he/she is unsure about his/her choice of field of study, is disappointed with his/her own university, has not met his/her expectations, satisfied<sup>4</sup> and<sup>5</sup>.

In many cases, a student who dropped out of university could not even determine for himself/herself whether he or she dropped out of university for personal reasons or for an educational institution or some

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<sup>3</sup> Niina Korpua, *Design tutkimus opinto-ohjauksen kehittämisestä*. Tampere University. Finland. <http://urn.fi/URN:NBN:fi:uta-201803221444>, 2018, p. 59.

<sup>4</sup> R. Hyvonen, *Miksi tekniikan opinnot keskeytyvät ammattikorkeakoulussa?* In the research: P. Kokko, & S. Kolehmainen, (Ed.) *Mutkatonta opiskelua? Puheenvuoroja ammattikorkeakouluopintojen edistamisestä*, 2001, pp. 48-60. Julkaisu A:14. Hameenlinna: Hame University of Applied Sciences. Finland.

<sup>5</sup> P. Kokko, & S. Kolehmainen, *Mitä opimme toisiltamme?* In the research: Kokko, P. & Kolehmainen, S. (Ed.) *Yhdessä ammattikorkeakouluopintoja edistäen*, 2002, pp. 43-53. *Opintojen edistäminen ja tukeminen -projektin loppuraportti*. Julkaisu A:5. Hame University of Applied Sciences. [www.hamk.fi](http://www.hamk.fi). Finland.

other reason<sup>6</sup>. Various reasons for dropping out of studies have been emphasized in studies conducted at different universities. As a result of a longitudinal study with extensive data, the reasons for discontinuation were divided into three categories. Most students dropped out of university for academic reasons. These reasons included experience of poor quality teaching and learning, experience of not having the opportunity to study subjects of self-interest, and experience of making the wrong choice of field. The second largest class was formed for external reasons, which were considered to include issues related to, for example, the place of study and the poor atmosphere of the city. The third category of reasons for suspension was personal, social and family reasons<sup>7</sup>.

### *Organization of study counseling*

The study counseling of the university must have a system that includes the goals of the study counseling, the activities, the organization and the responsibilities of the experts working in it. Study counseling has a director responsible for the whole, who coordinates the various areas. The study counselor is an expert in counseling work, whose working days include counseling, information and guidance, networking, development work and monitoring the situation in education and labor market. The emergence of a confidential relationship between the student and the counselor is essential to the success of the counseling. Effective counseling activities are paramount at this stage.

Counseling at the beginning of studies focuses on helping students to perceive the totality of their studies and become a member of a new community. Student is a customer and his or her support is paramount. Each student draws up his or her own personal study plan. Student services include students' office services, recruiting services, international services, and library and information acquisition services. Likewise, the university provides sports services, the services of a doctor, nurse and psychologist as well as the services of an educational priest. Student-tutors

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<sup>6</sup> Airi Laitinen & Mirja Halonen, *Keskeyttämisen syyt selville - opinnot loppuun ammattikorkeassa!: opintojen keskeyttäminen Savonia-ammattikorkeakoulussa vuonna 2005*. Hame University of Applied Sciences. [www.hamk.fi](http://www.hamk.fi) Hameenlinna. Finland. 2007, p. 11.

<sup>7</sup> J., Rautopuro, P. Väisänen, *Non-traditional students at university. A follow-up study of young and adult students' orientations, satisfaction, and learning outcomes*. Paper presented at the European Conference on Educational Research, Lille, 5-8 September 2001. The text is in the Education-line internet document collection at:

<http://www.leeds.ac.uk/educol/documents/00001880.htm>. p. 67)

play an important role. The university enables various activities organized by students, such as sports.

Recruiting students is the first step in the counseling. At the beginning of the studies, the teachers counseling the groups of students are appointed so that the student generally has the same counselor throughout the study period. The university annually trains tutor-students, who take part in introducing new students, especially in the early stages of their studies. In the initial stage, the student is introduced to the use of information technology, the library and international services. Later on the new students are getting deeper information how to use these services. All new students are given the opportunity to participate in student-tutoring. This means that older students selected and trained by the university gather groups of about 10-15 new students around them. These tutors guide the members of their group in all matters and problems related to starting studies and studying themselves.

The availability of the services of a nurse, doctor, psychologist and priest is also explained and reported. Student sports services are also one part of study counseling. In order to arrange an internship, the university has business cooperation and labor market services. The final stage of counseling is career counseling, which is often included in the university's business cooperation and labor market services.

The study counseling must have an annually updated plan that contributes to the implementation of the university's strategy and complies with the objectives of the quality assurance system.

### **Implementation of study-counseling**

Talking with student's own teacher, being heard, and telling about the whole of student's own life create a sense of security, allowing a student starting his or her studies to direct energy to learning on the own. Good counseling during studies requires that all employees of the university have a clear overall picture of the educational and counseling activities of the educational institution and their own role in it. The aim of the counseling given at the end of the studies is to help the students get started in their chosen career and to encourage continuous (lifelong) learning.

Business cooperation and labor market services complement the job search counseling provided by the teaching units and provide students with studies that develop labor market and entrepreneurship skills, as well as support in job search. In addition, labor market services provide job and internship advertisements, organize various meetings and events

with employers and also provide information related to labor market and employment.

Counseling related to internationalization is provided both in the faculties and centrally. One of the most important tasks of the faculty international officer is to inform students and staff about various mobility programs and current affairs. At the university level, the university's international student exchange services are handled in the office of internationalization. Support is also provided in matters related to international internships. In addition, the university supports the internationalization at home.

The university supports digital services in all matters related to computers, networks and software services. The library staff guides students in using the library and in searching for information and data. With digitalization, the production of location-independent services will increase, as will the share of scalable services, so competition will intensify with the global market. There is still a lot of untapped potential in digital analytics and its exploitation, and it is changing labormarkets' function in many ways.

### **The effects of study counseling**

Satisfaction with pedagogical interaction (quality of teaching, attitude and inspiration of teachers) has a clear positive relationship with the progress of studies in accordance with the objectives, according to the Eurostudent VI (2017) study <sup>8</sup>. Thus, teaching staff has a great counseling role, which is strongly focused on the development of student competence, support for professional growth and the formation of professional identity.

Study counseling covers a long period of time in a student's life. The stages of the chain responsible within university are: the recruitment of the student, all stages and steps of the study time at the university, the transition of the graduate student to job and the monitoring of his or her career development and success. The goals and effects are satisfied and happy students, happy professors and happy management of the university.

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<sup>8</sup> Eurostudent VI Research, Penttinen, Leena; Kosonen, Toni; Annala, Johanna; Mäkinen, Marita, *Counseling and Progress of Studies (Ohjaus ja opintojen eteneminen)*. Eurostudent VI - Research. Ministry of Science and Education, Finland. Publication 2017:36 (August 22<sup>nd</sup>, 2017).

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# THE CONCEPT OF REGIONAL DEVELOPMENT - CURRENT SPECIFICATIONS AT INSTITUTIONAL LEVEL

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**Abstract:** *The regional development is a concept with multiple meanings, but can be interpreted as a general effort to reduce regional disparities by supporting economic activities influencing employment and wealth generation at the regional level. While not long ago, development was a consequence of the investments in infrastructure and the creation of competitive production capacities, now development has strong qualitative connotations, incorporating innovation, scientific research, eco-economic and inclusive behaviors (some European countries, such as Romania, require the creation of the development basis, respectively massive investments in infrastructure, including business, in order to provide the economy with the necessary elements to operate in conditions of efficiency and competitiveness).*

**Keywords:** *economic development, sustainable development*

## Introduction

Although the public investment in the European countries have been significant, some of them have not increased in terms of life quality, inclusive and sustainable economic development. Thus, in Romania, indicators can be observed as they reveal a low degree of increase in quality of life, especially in the field of capitalization of human capital in

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the economic sectors with a high incidence of innovation, eco-economy and inclusive development.

For the best use of the financial resources invested in the economic process, the European states lagging behind the European average at the level of indicators of sustainable development, the countries with lower development rates should streamline the institutional governance process. In order to reduce regional differences, the economic potential of each region, including the human one, must be fully used (*in integrum*), in order to reduce socio-economic disparities, social inequities caused by fragmented economic polarization.

### **Literature review**

According to OECD, the new approaches of the regional development include the following<sup>1</sup>:

- development strategy that covers a wide range of direct and indirect factors with an impact on the local companies performance;
- an emphasis on specific regional assets and less on top-down investments and transfers;
- an emphasis on opportunity, rather than on disadvantage or the need for support;
- collective/negotiated governance approach involving national, regional and local government, plus other stakeholders with a less dominant role of the central government.

### **Database and methodology**

The new regional policy approach proposed and supported by the OECD envisages the transition to a long-lasting and sustainable economy by 2030<sup>2</sup>. Implementing the sustainability goals, also supported by the European Commission through the document “*Towards a Sustainable Europe by 2030*” in line with *the 2030 Agenda of the United Nations*, including strengthening the EU's efforts to combat climate change, is also evident in the new EU strategic agenda 2019-2024 adopted by the EU leaders in June 2019.

Regions play a crucial role in achieving a sustainable European future in order to maximize opportunities as objectives incorporating them into their regional planning. The signatories of the Agenda 2030 for Sustainable Development have adopted a policy framework with 17 objectives,

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<sup>1</sup> <http://www.oecd.org/regional/regionaldevelopment.htm>, 2020

<sup>2</sup> <https://www.oecd.org/education/2030-project/>

addressing issues such as poverty, famine, health and welfare, education, gender, equality, environment and climate, strong institutions, peace and justice. Sustainable development aims to balance social, economic and environmental aspects, considering them interconnected.

The European Union (EU) has contributed to the creation of **the Sustainable Development Goals (SDGs)** and is taking steps to implement them. It is committed to fulfilling the 2030 Agenda through internal and external policy measures, as outlined in the reflection "*Towards a sustainable Europe by 2030*", or in the *European Green Agreement* document setting out the European Commission's political priorities and its work on green economy and sustainable development<sup>3</sup>.

### **Presentation of basic material of the research**

Sustainable development goals also have a regional dimension, sometimes called "localization". The achievement of approximately 65% of the objectives, necessary for the implementation of the principles of regional development, could be achieved if supported by the authorities of the local and regional policies requested by the economic and social factors.

Many regions and cities, from the EU as well, have expressed their support for the SDGs, through the active involvement of stakeholders at international, national and subnational / local levels, supporting national efforts to implement regional development strategies and providing a broader picture of the local development trends. Monitoring is based on a set of 100 indicators observing the SDGs in the EU. For 16 indicators, the EU has set quantitative targets to measure progress (mainly on climate, energy consumption, education, poverty and employment). All other indicators are analyzed according to the local change direction and speed<sup>4</sup>.

In the economic development of a country, the economic factors have a decisive role. The capital stock and the rate of capital accumulation very frequently show whether a country may grow in the short term. There are several other economic factors with a certain influence on development, but their importance is not comparable to that of capital formation (we consider those residual factors that contribute specifically to the development of a region, depending on the region orientation and characteristics).

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<sup>3</sup> [https://ec.europa.eu/info/publications/towards-sustainable-europe-2030\\_en](https://ec.europa.eu/info/publications/towards-sustainable-europe-2030_en)

<sup>4</sup> <https://unstats.un.org/sdgs/metadata/?Text=&Goal=16&Target>

With a view to the economic factors<sup>5</sup>, we consider the analysis of some sub-factors as they are decisive for the regional development characterization:

1) Capital formation:

The strategic role of capital in increasing the level of production has traditionally been recognized in the economy. A country willing to accelerate the growth rate will allocate part of the income to increase the investment level, trying to control the external debt level, by optimizing the potential of domestic financial resources (the increase of the investments market capacity, the competitiveness increase of the produced economic goods, the assessment of the demand potential and supply adjustment to solvent demand). Economists rightly say that lack of capital is the main obstacle to growth and that no development plan will succeed if an adequate amount of capital is not provided.

Whatever the economic system, a country cannot hope to make economic progress unless a certain minimum rate of capital accumulation is achieved. However, if some countries want to make spectacular strides, the rate of capital formation will have to increase.

2) Natural resources:

The main factor affecting the development of an economy is represented by natural resources (land area and soil quality, forest wealth, river system, mineral and oil resources, climate). For economic growth, endowment with natural resources and their rational capitalization in the production process, are essential. A country with a deficit in natural resources may not be able to develop rapidly due to the high cost of purchasing the necessary natural resources for production. In fact, natural resources are an imperative condition for economic growth, but there is much more than that.

Each country capitalizes on its available resources according to the assigned competences in this respect, taking into account the technical-scientific factors. In less developed countries, natural resources are unused or underused. This is one of the reasons for their delay. This is due to the economic backwardness and lack of technological factors. A country with poor in resources can enrich them later, if unknown resources as well as new methods are discovered for the recorded ones. A good example is Japan, with its poor natural resources and yet considered one of the most

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<sup>5</sup><http://www5.worldbank.org/mdgs/>

advanced countries in the world as it has managed to discover a new use of limited resources through the exclusive contribution of high technology, innovation, creativity, advanced research<sup>6</sup>.

### 3) Agricultural trade surplus

The agricultural production increase and a productivity improvement are important from the point of view of a country's development. However, the growth of the agricultural trade surplus is more important. The term "marketable surplus" refers to overproduction in the agricultural sector, beyond what is necessary the rural population's survival.

The importance of the marketable surplus in a developing economy comes from the fact that the urban industrial population also subsists due to this surplus, in the conditions of a market approach of the capitalized surplus, in optimal terms. Once an economy develops, the ratio between the urban population and the rural population increases, increasing the demand for agricultural products; in case people with sustainable incomes fail to support the agricultural products demand, the deepening food deficit in urban areas will stop economic growth. If a country fails to produce a sufficient marketable surplus, it will resort to food imports which can cause a balance of payments problem. To ensure the agricultural production that generates trade surplus is a necessary condition for any economy, especially for those with slow growth rates.

This will be possible in the conditions of a local / spatial economy compliant with the interest of the national economy to reduce the interregional development gaps, in order to really increase the people's income. If some countries want to step up industrialization, they must not allow their agriculture to lag behind. The supply of agricultural products, especially food grains, must increase, as the establishment of industries in cities attracts a steady flow of people from rural areas and stops underdevelopment.

### 4) Conditions in foreign trade:

The classical theory of trade has long been used by economists to argue that trade between nations is always beneficial to them. In the current context, the theory suggests that less developed countries should

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<sup>6</sup> Rabindra Nepal, Ann M. Rogerson, *Theory to Practice of Promoting Student Engagement in Business and Law-Related Disciplines: The Case of Undergraduate Economics Education*, Educ. Sci. 2020, 10(8), 205; <https://doi.org/10.3390/educsci10080205>

presently specialize in the primary products production since they have a comparative cost advantage. Developed countries, on the other hand, have a comparative advantage in terms of manufacturers' costs, including machinery and equipment, and should specialize accordingly. Specialization, depending on the endowment with production factors, is a recovery for any economy. In the conditions of a competitive market, a country will specialize according to the potential and especially solvent demand. The ability of a country to "market" for the economic goods produced is translated into increases in yields, with effect in terms of supporting wage costs, and therefore purchasing power.

In recent years, a strong school has emerged under the leadership of Raul Prebisch, which questions the merits of unlimited trade between developed and underdeveloped countries, both theoretically and empirically.

Foreign trade has proven to be beneficial for countries successful in setting up industries in a relatively short period of time. Sooner or later, these countries have captured international markets for their industrial products. Therefore, a developing country should not only seek to become self-sufficient in capital equipment as well as other industrial products as soon as possible, but it should also seek to facilitate the development of its industries at such a high level that manufactured goods will later replace primary products and become the country's main export products in terms of competitiveness.

In the lower developed countries, macroeconomic interconnections are crucial, and the solutions to the problems of these economies cannot be found only in the foreign trade sector or its simple recipes. Development can be achieved spatially (through the local economy), interconnecting the local economy with the free market by competitively capitalizing of economic resources, in complementarity with innovation, research and digitalization.

#### 5) The economic system:

The economic system and historical framework of a country largely determine development prospects. It was a time when a country could have a *laissez faire* economy and yet it did not face any difficulty in achieving economic progress. In today's completely different world situation, it would be difficult for a country to develop without access to products specific to innovation and advanced research that would lead to the identification of certain outlets for economic goods.

Countries with a slow pace of development can follow a capitalist development path that will require an efficient market system supported by a rational interventionist role of the state.

6) Human resources:

Human resources represent an important factor in economic development. People provide labor for production, and if the labor force in a country is efficient and skilled, his ability to contribute to growth will be significant. But in case the human resources remain unused or the labor management is poorly implemented, the people who could have had a positive contribution to growth prove to be undertrained to meet the demands of an inclusive growth-friendly economy, research and innovation.

7) Technical knowledge and general education:

Undoubtedly the level of technical knowledge has directly influenced the development rhythm. As scientific and technological knowledge advances, people find increasingly sophisticated production techniques to constantly raise productivity levels<sup>7</sup>. Entrepreneurship development, conceptually and methodologically strengthened by Schumpeter, is a necessary element for regional development by catalyzing productive and market forces in the form of implementing entrepreneurial ideas entailing creative and sustainable solutions in the local economy. As technology has now become extremely sophisticated, more attention needs to be paid to research and development in order to continue progress<sup>8</sup>. Assuming a homogeneous linear production function and a neutral technical change with no impact on the substitution rate between capital and labor, Robert M. Solow appreciated the education contribution more than any other factor's to the production increase.

8) Political freedom:

Considering the world history of modern times, we find that the processes of development and underdevelopment are interconnected and determined by the allocation and distribution of goods. This fact stems from wealth, from the ability of the factors of production to generate

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<sup>7</sup> Shirley Walters, Carmel Borg, Peter Mayo, Griff Foley, *Economics, Politics and Adult Education*, Routledge Publishing house, 2004.

<sup>8</sup> Amrit Thapa, Jinusha Panigrahi, Iris BenDavid-Hadar, *Economics and Finance of Education: Review of Developments, Trends, and Challenges*, Annual Review of Comparative and International Education, 2019.

wealth. At the same time, through political means, people's access to wealth, respectively ensuring social equity, is a means of political freedom.

9) Social organization:

Mass participation in development programs is a prerequisite to accelerate the growth process. However, people show interest in development only when they feel that "the fruits" of growth will be distributed fairly. Experiences in several countries suggest that whenever poor social organization allows elite groups to reap the benefits of growth, the general mass of people develop apathy towards the state's development programs. In these conditions, it is useless to hope that the masses will participate in the development projects undertaken by the state.

10) Corruption:

Corruption is intense in developing countries at various levels and functions as a negative factor in their growth process. As long as these countries do not eliminate corruption in their administrative systems, it is natural for entrepreneurs to go on exploiting national resources for their personal benefit.

The regulatory system is often misused as well, and licenses are not always granted on merit. "The art" of tax evasion has been perfected in less developed countries by certain sections of society, and taxes are often evaded on government officials' consent.

11) Desire for development:

The development activity is not a mechanical process. The rhythm of economic growth in any country depends largely on the people's desire to develop. If in a certain country the consciousness level is low and the general mass of people indulges in poverty, then there will be little hope for development. According to Richard T. Gill, "economic development is not a mechanical process; it is not a simple gathering of assorted factors. In the end, it is a human enterprise. And, like all human endeavors, its outcome will ultimately depend on the skills, quality, and attitudes of people who are committed to development." (Gill, 1976).

## **Conclusions**

Sustained and inclusive growth can lead to progress, create decent jobs for all and improve living standards. Globally, real GDP per capita



and labor productivity have increased, further to the products implementation that incorporates research, innovation and due to entrepreneurship and market development. However, slow growth has generally led to a rethinking of economic and social policies in order to reduce the interregional development gaps so as to meet the goals of growth in the least developed countries; increasing employment opportunities, especially for young people; reducing inequalities between regions, age groups and genders; decrease in informal employment; and to promote safe and secure working environments for all workers. Policies that promote economic diversification in these countries are imperative to ensure long-term sustainability and more inclusive growth.

The current economic crisis determines a reconfiguration of economic policies regarding the economies reorientation towards factors that act together and solely at the level of world economies. Such factors produce both development, such as digitalization, innovation, investment in transport infrastructure, and economic decline such as rising prices for basic raw materials, labor, building materials, or the strengthening of global phenomena, such as poverty and global warming. There is no unitary solution, there are possible strategies to return to a coagulation of development factors around local action groups, return to the core, the symbol of the village, small communities readjusting production capacities to meet needs and for the fair export of the goods exceeding the domestic demand. In this respect, the rational use of resources, the consumption of goods of economic utility, the desire to prioritize the goods needed for consumption and the waste cut are the cornerstones for the contribution to the healthy, sustainable development of the economy.

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# THE APPLICATION OF MULTIMEDIA COMPUTER PRESENTATIONS AS THE PROGRESSIVE METHOD OF TEACHING FOREIGN LANGUAGES

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**Abstract:** *The article considers the use of such type of multimedia as a presentation in teaching foreign languages to students of economic specialties. The authors analyze the content of the latest multimedia technologies of foreign language learning using multimedia presentations.*

*Modern pedagogical innovations are based on the principles of democratization, humanization, personal orientation, consciousness, amateurism and creative activity in learning. It is necessary to look for more modern tools and methods of teaching in order to successfully develop cognitive processes in educational activities. The use of computer information technology in education is one of the most important and sustainable trends in the world of educational process. Information technology of learning is a process of preparation and transfer of information to the student. A multimedia presentation is an opportunity to develop fluency in English without the pressure of speaking live in front of an audience for students who lack confidence or language skills. The fear of errors can be eliminated, allowing students to focus on content, intonation, and organization.*

**Keywords:** *multimedia and computer technologies, a multimedia presentation, foreign language, Internet resources.*

## Introduction

Today, the Internet and computer technology have become an integral part not only of everyday life, but also of the educational process in general. The XXI century - this is the time of transition to a high-tech

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information society, in which the quality of human potential, the level of education and culture of the entire population are crucial.

Students perceive computer technology with much more interest and positivity than regular textbooks and manuals. In this context, every country needs highly qualified specialists in the field of economics who would speak the language of international communication. Thus, the status of a foreign language is growing rapidly and acquires the role of a means of intercultural communication. These factors necessitate the improvement of methods of teaching a foreign language. Students should be considered the most important category of subjects of study, because in the future they will create the business and economic elite of the country, will be among those who are called to ensure a worthy place for themselves and the country in the world of economic community. That is why teachers should focus their efforts on improving the quality of teaching and learning a foreign language.

Multimedia in education provides a new way for teachers to encourage one of the rare and important elements of learning, curiosity<sup>1</sup>. Multimedia is an extremely useful and fruitful educational tool due to its inherent qualities of interactivity, flexibility, integration of different types of multimedia educational information, as well as due to the ability to take into account individual characteristics in learning, to increase student motivation.

**Analysis of recent research and publications.** In our opinion, significant progress has been made in the teaching of the use of multimedia in the process of learning a foreign language.

### **Literature Review**

Among Ukrainian researchers should be distinguished such as: M. Boremchuk, S. Kozhushko, V. Nasonova, A. Nisimchuk, E. Subotina, O. Tarnopolsky, P. Spirko. Foreign scholars (T. Hutchinson, A. Waters, P. Widdoswon, R. Bolitho) developed a method of teaching foreign languages for professional purposes - LSP, which was introduced in the teaching of non-language specialties in Ukrainian universities. It is clear that considerable attention in teaching a foreign language to future professionals is paid to the use of Internet resources (O. Bigich, M.

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<sup>1</sup> V.V. Korzh, *The role of multimedia technologies in foreign language teaching* [Electronic resource]/V.V.Korzh.-access: [http://www.confcontact.Com/2008oktInet\\_tezi/iy\\_korzh.htm](http://www.confcontact.Com/2008oktInet_tezi/iy_korzh.htm)

Bovtenko, L. Skaliy, S. Fomin). Analysis and generalization of the studied literature shows us that there are questions that concern every teacher as a high-level professional: how to improve the quality of teaching?

**The purpose** of the article is to consider additional opportunities for the use of multimedia in the process of learning a foreign language by students of economic specialties of higher educational establishments.

### **Presentation of basic material of the research**

The experience of organizing the educational process in higher educational establishments shows that the more widely used computers in the study of various subjects, including foreign languages, and the earlier students begin to work with computers, the more effective learning outcomes. The computer not only promotes the development of independence, creative abilities of students, but also allows you to change the technology of educational services, to make classes more visual and interesting. The computer provides intensification of activity of the teacher and students at classes, promotes realization of differentiation and individualization of training, development of special or general talent, formation of foreign language competence, strengthens interdisciplinary communications. All this makes it possible to improve the quality of education. P. Shpirko<sup>2</sup> in his works focuses on certain contradictions in the formation of foreign language competence of students of economic specialties between: 1) theoretical and practical attitude to this problem; 2) understanding the need of knowledge of a foreign language by a modern economist and his actual level of language knowledge; 3) understanding the need to use multimedia tools and technologies in teaching a foreign language using Internet resources and the absence of any changes in the planning of the educational process and setting new goals, clarifying the purpose of each level of education, developing a systematic approach to use of multimedia teaching aids, creation of new, more modern and effective technologies and teaching methods [4]. Therefore, the introduction of modern and innovative approaches to teaching a foreign language to students of economics requires the use of multimedia teaching aids.

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<sup>2</sup> P.F. Shpirko, *Modern and innovative approaches to teaching English students of engineering faculties* / P.F. Shpirko // Visnyk of National Polytechnic University of Ukraine "Kyiv Polytechnic Institute": article. – K.: Politekhnik, 2009, pp. 196–200.

Today, the multimedia technologies have significantly affected the entire education system: its content, form and methods of teaching. L. Skalii offers a variety of methods of using computer technology in language teaching. Among them are those that should be used in higher educational establishments: 1) management of educational staff, which allows the teacher to implement a differentiated and individual approach to learning, using selected from the Internet resources exercises and tasks; 2) the use of the Internet as a source of information, which allows teachers and students to access authentic texts<sup>3</sup>. The use of multimedia technologies in the educational process at the university can take place in different ways, according to the needs of each practical lesson. The multimedia technologies provide different types of activities based on the integrated use of different types of information processes within a single technical complex. They can be represented as follows: the use of information technology in both frontal and group work; use of electronic textbooks; use of certain types of files (images, videos, audio, animations); creating your own lessons-presentations: computer filmstrips using elements of animation; presentations for repetitive and generalizing classes; classic computer presentations. We consider it appropriate to remind that multimedia is a set of computer technologies, which simultaneously uses several information environments: graphics, text, video, photography, animation, sound effects, high-quality sound<sup>4</sup>. A. Nisimchuk, O. Padalka, O. Shpak understand multimedia technologies as a set of visual, audio and other means of displaying information that are integrated in an interactive software environment<sup>5</sup>. Using new technologies, foreign language teachers expand the possibilities of the educational process through the use of multimedia presentations in the educational process. When creating multimedia presentations, the teacher must take into account such a sequence as motivation, goal setting,

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<sup>3</sup> L.I. Skalii, The concept of professional competence of a foreign language teacher in the application of modern information technologies / L. Skalii // Humanization of the educational process: collection of scientific works. – Slovyans'k: SSPU, 2003, pp. 293–296.

<sup>4</sup> L. Shanaieva-Tsymbal, S. Kachmarchyk, S.Khrystiuk, *Using blended learning technology in foreign language communicative competence forming of future International relations specialists*. Revista Românească pentru Educație Multidimensional –2019, Volume 11, Issue 4, pp. 84-99.

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

<sup>5</sup> A.S. Nisimchuk, *Modern pedagogical technologies: training aids* / A.S. Nisimchuk, O.S. Padalka, O.S. Shpak. – K.: Prosvita, 2000, p. 368.

creating preconditions for the perception of educational material, presentation of educational material and its evaluation, as well as take into account not only the relevant principles of classical didactics, but also specific principles of computer multimedia products. To clarify the issue we are researching, we will focus on the stages of preparation of a multimedia presentation: structuring of educational material; drafting an implementation scenario; development of presentation design; preparation of media fragments; preparation of musical accompaniment; testing-verification. A study of the works of leading methodologists has shown that teachers-developers of multimedia presentations will be useful, for example, the recommendations provided by F. Disterweg in his "Guide to the education of German teachers." They remain extremely relevant today with the latest pedagogical technologies. Here are some of them: divide each material into certain stages and small finished parts; indicate at each stage separate parts of the further material and, without allowing significant breaks, give separate data from them to encourage the student's curiosity, not satisfying it, however, in full; distribute and arrange the material so that, wherever possible, at the next level, when learning a new one, the previous one is repeated again. The forms and place of use of a multimedia presentation in a practical foreign language lesson depend on the content of this lesson and the goal set by the teacher. However, practice gives grounds to identify some common, most effective methods of using multimedia presentations: when studying new material, which allows you to illustrate it with a variety of visual aids. The application of multimedia presentation is especially useful in cases when it is necessary to show the dynamics of any process, consolidate a new topic or section of the curriculum, test students' academic achievements. Computer testing is self-control and self-realization, a good incentive for learning, the way of learning and self-expression for students. For a teacher it is a quality assessment instrument, a programmed way of grades accumulation, additional resources for classes such as handout didactic material, code-grams, cards, etc.

When you make a scenario and compose text for a multimedia presentation the following principles should be kept to: before you start working on the presentation, you should fully understand what you plan to tell; the presentation should be short, accessible and compositionally complete; the presentation has to last no more than 20–30 minutes; when teaching new material several key points should be highlighted and returned to from time to time during the demonstration; there should not

be superfluous information in the presentation, and each slide has to be a necessary part of learning new material and open the general idea of the presentation; use ready-made templates when choosing the style of symbols and background color; do not avoid creative approach, experiment with placing graphics and creating special effects; do not overload slides with unnecessary details, do not try to "push" a lot of information into one slide; additional effects should be minimized and used only to draw the student's attention to the key points of the demonstration; sound and visual effects must not distract from perception of useful information.

Furthermore, multimedia presentation should have the following features: a convenient navigation system that allows you to navigate the presentation easily; the use of multimedia capabilities of modern computers and the Internet (graphic inserts, animation, sound, if necessary, etc.); division of a lesson into small logically closed blocks (slides); each slide of the presentation must have a heading, references to literature sources, links to electronic libraries and information sources on the Internet, availability and fast download without complications.

When making a multimedia presentation it is also necessary to divide the lesson into small semantic parts - modules. Select for each module the appropriate form of presentation and provide students with the heading of the section, texts, figures, tables, graphs, audio and video, etc. according to the content. At the same time you have to simulate the cognitive activity of students in the study of the section, the ways of consolidation of gained knowledge and skills, to provide feedback, selection of tasks, control questions, tasks for modeling, the development of methods for analyzing answers, responds to typical incorrect answers, making tips; to make up texts, develop drawings, tables, diagrams, figures, video, to arrange the modules of each section of the lesson according to the requirements of ergonomics. Each module should include structural and logical scheme of the module in relation to psychological mood; the purpose of studying the module; the issues; teaching material; a set of key issues on the topic of the module; questions for self-control and reflection (preferably with answers, comments and recommendations); list of references to the module and links to Internet sites on the subject of the module.

Teachers, of course, have to take into account the peculiarities of perception of information from the computer screen, to consider and maintain the only style of information for the whole lesson and strive to unify the structure and form of presenting teaching material (unification



of user interface, the use of graphical elements, creation of lessons templates, etc.). It is important to check the presentation for readability from the computer screen. It is recommended to use a concise, informative style of teaching material.

In the process of making a multimedia presentation it is necessary to solve one of the main tasks: how to ensure maximum simplicity and transparency of the organization of the study of the material by students with the deep information saturation of the product? This can be achieved by limiting both the ways of presentation of the teaching material and the set of navigation objects. In this case, students, at first, quickly master the features of the interface of the proposed presentation and after that they will no longer be distracted by it focusing all their attention to the content of teaching information.

In addition, a teacher is often faced with the need to create a simple and understandable interface in which teaching information is visually combined with the means of navigation, determination of the structural organization and form of presentation of teaching material in accordance with the pedagogical aims and objectives. In the process of solving these problems we come to the conclusion that the main purpose of the offered approach is to concentrate on the process of organizing the content and presenting it in the most convenient form for the perception of the information by the audience.

We are also willing to focus on the issue on providing the didactic requirements of the training and methodological complex to the multimedia presentation. One of these requirements refers to the text fragments: they can be accompanied by audio or video information to highlight the semantic accents. It is recommended to use a multi-window interface to present various or hypertext information; the multimedia presentation may contain additional material as well as material for advanced study of the topic; the most important elements of a multimedia presentation should have hints or explanations; after studying each structural unit of teaching material there is the material for consolidation; multimedia presentation must be open for the development, and its content could be copied and printed easily. We advise you to find as many common points between the subject and "external information flows" as you can. This helps to make the presentation more interesting, relevant and exciting for students. The multimedia tools used in the presentation help to interact more effectively with students. Flexibility is one of the

foundations of a successful presentation. A teacher has to be ready to make changes in response to students' reactions during the presentation.

### Conclusions

The use of multimedia significantly expands and diversifies foreign language learning, provides access to a variety of authentic materials, strengthens students' motivation to learning in general providing the opportunity to learn foreign language individually. Multimedia tools provide flexibility and integration of different types of multimedia teaching information. Students become the subjects of social communication with a teacher in the training process where network technologies are used which promotes the development of their independence and creative approach in the training activity. An integrated approach to solve basic tasks which combines a set of multimedia technologies with high didactic potential, computer learning of foreign languages and methods of intensive learning of foreign language should be considered as perspective direction in the system of intensive learning of foreign language. The systematic use of the computer on practical classes, presentation systems in particular, leads to the improvement of the quality of the visual aids application; increases productivity; establishes interdisciplinary links. There is an opportunity to organize project activity for students to create training programmes under the guidance of a teacher. The teacher who makes the presentation has to pay great attention to the logic of the presentation of teaching material which has a positive effect on the level of knowledge of students.

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# ENTREPRENEURSHIP EDUCATION AS A PANACEA FOR ADDRESSING THE CHALLENGES OF UNEMPLOYMENT IN NIGERIA: A STUDY OF SALEM UNIVERSITY LOKOJA, NIGERIA

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**Abstract:** *Entrepreneurship education has continued to dominate discussions at many local and international academic meets. This is due to its potentials in empowering graduates of tertiary institutions, not only to employ themselves, but to also become employer of labour. In Nigeria, as it is the case with many third world countries, the statistics of unemployment has remained staggering over the years. This is not unconnected with the dearth of jobs. This piece, using Salem University as a case study, seeks to examine possible ways through which entrepreneurship education can serve as a veritable tool in equipping undergraduates, with a view to finding a lasting solution to the menace of unemployment in the country. The primary data was sourced through structured questionnaire while the secondary data was collected from relevant text books, journals and internet sources. The data was analyzed using weight mean scores. The study shows that entrepreneurship education provides the requisite training skills needed for reducing unemployment in Nigeria. Similarly, the study further revealed that entrepreneurship education provides the needed training that inspires creativity and innovation as well as helping to identify potential business opportunities in Nigeria. Lastly, this study among other things, recommends that the Management of Salem University should improve on its facilities and equipment base in order to expose its students to the relevant entrepreneurial skills needed.*

**Keyword:** *Entrepreneurship, education, unemployment, Salem University Lokoja*

## Introduction

Over the years, entrepreneurship education has continued to attract the attention of policy makers in many developing countries of the world. This has necessitated the integration of entrepreneurship studies into the curriculum of tertiary and secondary education in Nigeria and several other countries of the world. Today, countries are beginning to show more

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than just a passing interest in entrepreneurship studies because of the role it plays in economic growth and development.

Tertiary institutions in Nigeria (Universities, Polytechnics and Monotechnics) turn out millions of graduates into the labour market yearly without corresponding jobs for them. Many of such graduates roam the streets on a daily basis in search of white collar jobs and sometimes, end up as a pool for recruitment of all kinds of foot soldiers for violent crimes. This has become a major challenge to many nations of the world, particularly, as it concerns Policy formulation. However, poor educational standard, increasing population and weak government capacity, just to mention but a few, have been fingered as causative factors. Akhuemonkhan, Raimi, and Sofoluwe<sup>1</sup> assert that entrepreneurship education has been included in the curriculum of tertiary institutions in the United States since around 1947. According to them, between 1947 and 1980, an estimated 300 universities in the United States have successfully introduced entrepreneurship studies into their curriculum. Besides, the number of universities that adopted the entrepreneurship studies into their curriculum rose to 1,050 in the early part of 1990s. Nigeria, however, began the inclusion of entrepreneurship studies into the academic curriculum of tertiary institutions in 2006. This was in a bid to discourage the over reliance of Nigerian graduates on white-collar jobs<sup>2</sup>. One of the reasons for the adoption of entrepreneurship education in Nigeria was to promote the rapid rate of economic growth and development which was rightly captured in the country's National Policy on Education that provides the needed platform for socio economic and political development of the country<sup>3</sup>.

Moreover, since 2007, the Federal Government of Nigeria has succeeded in adopting entrepreneurship studies as an integral component of the curriculum of the Nigerian tertiary institutions such that entrepreneurship development has become a prerequisite for graduation for all undergraduate students, irrespective of their discipline. This efforts have provided young graduates the platform on which to learn one or more vocations during the process of studying their desired course in the University, Polytechnic or Monotechnic. To this end, entrepreneurship

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<sup>1</sup> I. A Akhuemonkhan, L. Raimi, and A. O Sofoluwe, *Entrepreneurship education and employment stimulation in Nigeria*, *Journal of Studies in Social Sciences* Volume 3, Number 1, 2013, 55-79.

<sup>2</sup> Ibid

<sup>3</sup> Ibid. 1

study has no doubt, become a fundamental component of the curriculum of tertiary institutions in Nigeria. This is owing to the enormous advantages it seeks to offer quite a number of graduates and undergraduates alike, in the Nigerian Universities, Polytechnics and Monotechnics. It is aimed at equipping the average Nigerian graduate with the requisite skills to conquer the growing challenge of unemployment, through the creation of more jobs as well as wealth for themselves and others<sup>4</sup>.

Consequently, the Federal Government of Nigeria gave directives to all Nigerian tertiary institutions through its agencies to develop a minimum academic benchmark for teaching entrepreneurship and adopting it into their curriculum. Today, entrepreneurial studies have been brought to the fore in the curriculum of university education in Nigeria by the National Universities Commission. This was achieved by making courses in entrepreneurship compulsory for undergraduates in the country<sup>5</sup>. This initiative is being vigorously pursued because of the potentials it holds for the teeming young people and the multiplier effects it could have on the Nigerian economy<sup>6</sup>.

Since 2007 that the Federal Government of Nigeria embarked on the revision of the curriculum of universities to include entrepreneurship education, the practical implementation, like several other remedial policies of government, still suffers a major setback such that Akhemonkhan<sup>7</sup> has bemoaned the undue emphasis on examinations and paper qualifications with the concomitant inability of the system to aggressively address the issue of dysfunctional knowledge. In other words, the Nigerian educational institutions still teach their students to master various subjects but have failed to practically relate those subjects to Nigeria's needs; thereby lacking the ability to solve the fundamental problems of life and living.

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<sup>4</sup> A., Tope, O.A., Otaki, and M. Bahal, *Entrepreneurship education: A panacea to graduate unemployment in Nigeria*, Journal of Sustainable Development in Africa Volume 16, No.4, 2014, 35-43.

<sup>5</sup> National University Commission, Labour market expectations of Nigerian graduates. Abuja: Education Trust Fund (ETF), 2004.

<sup>6</sup> R. Kavitha, R.N. Anantharaman & S. Ramanathan, *Environmental, personality and motivational factors; comparism study between entrepreneurs and women non entrepreneurs in Malaysia*. International Journal of Business and Management, 2013, (8)(13).

<sup>7</sup> I. A Akhemonkhan, L. Raimi, and A. O Sofoluwe, *Entrepreneurship education and employment stimulation in Nigeria*, Journal of Studies in Social Sciences Volume 3, Number 1, 2013, 55-79.

Nevertheless, the extent to which this educational policy would succeed would to a large extent, be predicated upon several factors. First, the level and scope of entrepreneurial education should be stimulating enough to boost the entrepreneurial attitude and intentions of undergraduates. This includes enabling them to startup businesses of their own before or upon graduation. Second is, encouraging undergraduates to purge themselves of the age long belief that university education is designed to prepare them for white-collar jobs, which in reality, are in short supply in government offices and private companies.

In the light of the aforementioned, this study seeks to identify a variety of ways through which entrepreneurship education can serve as a tool for addressing the growing challenge of unemployment in Nigeria.

### **Statement of the Problem**

A clear evidence of the severity of graduates' unemployment is the mammoth crowd of graduates that turned up during the Nigerian Immigration Service (NIS) recruitment exercise in 2014 during which a number of graduates were stampeded to death due to poor crowd control. For example, in 2010, the rate of unemployment stood at 21.4 per cent, rose to 27.4 per cent in 2012, and declined to 24.7 per cent in 2013<sup>8</sup>. These high rates clearly indicate that Nigeria has an unemployment problem which calls for a great and urgent concern<sup>9</sup>.

According to Ojeaga and Owolabi<sup>10</sup> young men and women leave the Universities, Polytechnics and Colleges of Education every year with little hope of securing jobs. National Bureau of Statistics (2016) also reported that unemployment rate in Nigeria increased to 10.40 percent in the fourth quarter of 2015 from 9.90 percent in the previous period. The number of unemployed persons went up by 518 thousand to 8 million and labour force population rose by 1 million to 76.95 million<sup>11</sup>. To support this

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<sup>8</sup> A. Ekpo, *Unemployment crisis worse than NBS new statistics*, Vanguard newspaper, June 21, 2015.

<sup>9</sup> M. N. Okeke, G. I Okonkwo, J. C Oboreh, *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter) Vol. 5, No.11; June 2016.*

<sup>10</sup> I.J. Ojeaga, & J.I. Owolabi, *Entrepreneurship education as a panacea for reducing unemployment and poverty among Business education graduates*. Book of Readings, Association of Business Educators of Nigeria (ABEN), 1(11). 2011.

<sup>11</sup> Sajuyigbe, S. Ademola, T. S. Kareem, and O. Oyedele, *Entrepreneurship education as catalyst for youth empowerment: empirical evidence from Nigeria* Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for

assertion, Police Service Commission<sup>12</sup> also said that it received 705, 352 applications within two weeks of opening its portal for people seeking enlistment into the Nigerian Police Force to meet the approved 10,000 new entrants requirement.

This problem has been compounded by the recent sharp drop in crude oil prices in the international oil market which has adversely affected the capacity of the various governments to provide white collar jobs for the teeming unemployed graduates. Though, graduate unemployment is not peculiar to Nigeria, its negative socio-economic impact on jobless graduates and the economic cost to the Nigerian economy is quite severe and unquantifiable<sup>13</sup>. Sajuyigbe, Ademola, Kareem and Oyedele<sup>14</sup> assert that it is a little wonder that Nigeria is battling with insecurity such as armed robbery, ethnic crisis, assassination, militancy, kidnapping and terrorism.

On the whole, one university that has been offering the Entrepreneurship Education in Nigeria is Salem University Lokoja. Therefore this study seeks to identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria with emphasis on the Salem University Lokoja.

### **Conceptual Issues: Entrepreneurship and Unemployment**

Scholars and Researchers alike, have variously defined the concept of Entrepreneurship Education and Unemployment in academic literature. Aina and Salako<sup>15</sup> described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and take advantage of scarce resources to exploit the opportunities profitably. Fafunwa<sup>16</sup> defined education as the aggregate of all processes by which a Child or Young Adult develops the abilities, attitudes, and other forms of

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Socio- Economic Growth and Development. Crawford University, Igbesa, Ogun State, Nigeria, 9<sup>th</sup> – 11<sup>th</sup> June, 2016.

<sup>12</sup> Police Service Commission, Time Premium Available At <http://www.premiumtimesng.com/news/headlines/202058-nigeria-police-receive-705-352-applications-10000-job-openings.html>, 2016.

<sup>13</sup> M.N. Okeke, G.I Okonkwo, J.C Oboreh, *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter)* Vol. 5, No.11; June 2016.

<sup>14</sup> Sajuyigbe, S. Ademola., T.S Kareem and O. Oyedele, *op.cit.*

<sup>15</sup> B.S. Aina, & H.A. Salako, *Determinants of foreign direct investment in Nigeria: Anempirical investigation.* CBN Economic and Financial Review. 39(1), 81-96, 2008.

<sup>16</sup> A.B Fafunwa, *History of education in Nigeria* London: George-Allen and Unwin, 1974.



behavior which are of positive value to the society in which are of positive value to the society in which he lives. Unemployment is divided into many different categories. The two broadest categories of unemployment are voluntary and involuntary unemployment. When unemployment is voluntary, it means that a person has left his job willingly in search of other employment. When it is involuntary, it means that a person has been fired or laid off and must now look for another job.<sup>17</sup>

### **Research Questions**

- a. To what extent can entrepreneurship education provide the needed training skills for reducing unemployment?
- b. In what ways can entrepreneurship education inspire creativity and innovation in identifying business opportunities
- c. To what extent can entrepreneurship education provide training and support for building career in Small and Medium Scale businesses
- d. In what ways can entrepreneurship education provide opportunities for the utilization of business potentials

### **Hypotheses**

- a. Entrepreneurship education can provide training skills required in reducing unemployment
- b. Entrepreneurship education can inspire creativity and innovation in identifying business opportunities
- c. Entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses
- d. Entrepreneurship education can provide opportunities for the utilization of business potentials

### **Objectives of the Study**

- a. To know how entrepreneurship education can provide training skills required in reducing unemployment
- b. To find out ways entrepreneurship education can inspire creativity and innovation in identifying business opportunities
- c. To examine how entrepreneurship education provide training and support for building career in Small and Medium Scale businesses
- d. To explore how entrepreneurship education provide opportunities for the utilization of business potentials

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<sup>17</sup> [www.investopedia.com/terms/u/unemployment.asp#ixzz5KQ2knyfg](http://www.investopedia.com/terms/u/unemployment.asp#ixzz5KQ2knyfg)

### **Significance of the study**

This study is important because of its contributions to existing literature on entrepreneurship education in Nigeria. The study is important to the Federal and State Ministry of Education, Management and students of Salem University Lokoja, Researchers and Scholars who would want to know impact of entrepreneurship education on unemployment reduction.

### **Scope of the Study**

This study focuses on the five Colleges in Salem University Lokoja.

### **Study Area**

Salem University Lokoja was established in 2007 with five Colleges/Faculties namely; Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and the College of Humanities.

### **Literature Review: Entrepreneurship Education and Unemployment**

There is a growing number of literature in Nigeria on Entrepreneurship education following the adoption of entrepreneurial studies in tertiary institutions curriculum. Agu<sup>18</sup> study on entrepreneurship education as a panacea for unemployment in Nigeria shows that there is increasing global phenomenon and awareness on entrepreneurship education which has enhanced the acquisition of the necessary skills for gainful self-employment. However, this study does not identify ways entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria with emphasis on Salem University Lokoja.

Adetayo, Oke, and Aderonmu<sup>19</sup> in their study, investigated the impact of entrepreneurship education on employment generation and the effect of entrepreneurial skills acquisition on entrepreneurial performances. The study revealed that entrepreneurial education has empowered many Nigerians through skills acquisition. Furthermore, their findings showed that there exist significant differences between types of

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<sup>18</sup> O.B. Agu, *Entrepreneurship education: A panacea for unemployment in Nigeria* NG-Journal of Social Development, Vol. 5, No. 2, January 2016.

<sup>19</sup> O. Adetayo, A. Oke, and O. Aderonmu, *Assessment of entrepreneurship education and employment generation among University graduates in Nigeria* European Journal of Business and Management Vol. 7, No. 23, 2015.

universities attended and employment generation among the graduate entrepreneurs. They concluded that increased entrepreneurial education and training had led to increased employment generation among university graduates in Nigeria. However, this study does not identify ways through which entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria with emphasis on Salem University Lokoja.

Akhuemonkhan, Raimi and Sofoluwe<sup>20</sup> examined entrepreneurship education and employment stimulation in Nigeria. They discovered that entrepreneurship development could be an effective tool for poverty reduction, stimulating employment as well as fast-tracking realization of universal primary education and promoting gender equality. Tope, Otaki, and Bahal<sup>21</sup> examined the importance of entrepreneurship education as a tool for reducing the alarming trend of graduates' unemployment in Nigeria. They suggested ways of boosting job and wealth creation through entrepreneurship education in Nigeria among which include: Nigeria needs to reposition her graduates and young people in general, into aggressively motivated and enterprising individuals in a way that will bring drastic reduction of unemployment, as well as boosting job creation. However, these studies did not identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria. Adiaka, and Katura<sup>22</sup> examine among others, the necessity, scope and challenges of this all-important programme at the most critical level of education in Nigeria. Afolabi, Kareem, Okubanjo, Ogunbanjo, and Aninkan<sup>23</sup> examined the effects of entrepreneurship education on self-employment initiatives among science and technology students of Gateway Polytechnic, Saapade Remo, Ogun State, Nigeria. The study shows that entrepreneurship education is a good policy and that it has

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<sup>20</sup> I.A Akhuemonkhan, L. Raimi, and A.O Sofoluwe, *Entrepreneurship education and employment stimulation in Nigeria*, *Journal of Studies in Social Sciences*, Volume 3, Number 1, 2013, pp. 55-79.

<sup>21</sup> A. Tope, O.A. Otaki, and M. Bahal, *Entrepreneurship education: A panacea to graduate unemployment in Nigeria*, *Journal of Sustainable Development in Africa* Volume 16, No. 4, 2014, pp. 35-43.

<sup>22</sup> W.M. Adiaka and I.J. Katura, *Entrepreneurial education at the tertiary level in Nigeria- imperative for poverty reduction and economic development* *International Journal of Sciences: Basic and Applied Research (IJSBAR)* Volume 13, No. 2, 2014, pp. 110-128.

<sup>23</sup> M.O. Afolabi, F.A. Kareem, I.O. Okubanjo, Ogunbanjo, O.A., and O.O. Aninkan, *Effect of Entrepreneurship Education on Self-Employment Initiatives among Nigerian Science & Technology*, *Students Journal of Education and Practice* Vol. 8, No. 15, 2017.

positive effects on self-employment initiatives. However, these studies did not identify ways through which entrepreneurship education can be used to address the growing challenge of unemployment in Nigeria.

Okeke, Okonkwo, and Oboreh<sup>24</sup> investigated the inclination towards entrepreneurship among university students in Chukwuemeka Odumegwu Ojukwu University and Imo State University, Owerri. The study shows that entrepreneurship education is a precursor to entrepreneurial inclination and that both male and female undergraduates in business-related courses are inclined to self-employment. Based on the research findings, it was recommended that entrepreneurship education should be encouraged in Nigerian universities to serve as a catalyst for self-employment among graduates. Sajuyigbe, Ademola, Kareem, and Oyedele<sup>25</sup> examined the strength of entrepreneurship education in imparting the entrepreneurial skills and attitudes in young graduates and also identified obstacles facing rapid entrepreneurial development in 11 local governments in Ibadan, Oyo state. Besides, their study also showed that entrepreneurship education contributes to entrepreneurship skills and attitudes among graduates in Nigeria. However, these studies did not identify ways entrepreneurship education can be used to address the growing challenges of unemployment in Nigeria with emphasis on the Salem University Lokoja.

Ojeifo<sup>26</sup> examined entrepreneurship education as a tool for enhancing sustainable development in Nigeria. He added that the problems facing the country, ranging from acute poverty, youth and graduate unemployment, dependence on foreign goods and technology; to youth restiveness and violence, among others, have prompted government's recognition of this fact that has led to the introduction of entrepreneurial

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<sup>24</sup> M.N. Okeke, G.I Okonkwo, J.C. Oboreh, *Entrepreneurship education as a catalyst for entrepreneurial inclination in selected Universities in the South- East Zone Arabian Journal of Business and Management Review (OMAN Chapter)* Vol. 5, No. 11; June 2016.

<sup>25</sup> Sajuyigbe, S. Ademola, T.S. Kareem, and O. Oyedele, *Entrepreneurship education as catalyst for youth empowerment: empirical evidence from Nigeria* Being a paper presented at 4th Learned International Conference on Repositioning the Nigerian Economy for Socio-Economic Growth and Development. Crawford University, Igbesa, Ogun State, Nigeria, 9<sup>th</sup> – 11<sup>th</sup> June, 2016.

<sup>26</sup> S.A. Ojeifo, *Entrepreneurship education in Nigeria: A panacea for youth unemployment* Journal of Education and Practice, Vol. 4, No. 6, 2013, 61-66.

studies in tertiary institutions. Adekunle and Kayode<sup>27</sup> developed a model of how public and private partnership can be enhanced through entrepreneurship education in Nigerian universities towards national transformation. They identified the challenges of entrepreneurship education to include; inadequate trainers or little knowledge of entrepreneurship by the universities' dearth of lecturers, inadequate funding for the programme by the universities' administrators as well as challenges in the area of curriculum development and implementation. However, these studies did not assess the impact of Entrepreneurship Education on students of Salem University Lokoja. It is against this backdrop that this study seeks to fill the existing gap in the literature.

## **Research Methodology**

### **Research Design**

The descriptive research design was used for this research. This is based on adoption of survey method.

### **Population Size**

The population of this study comprises of 280 students drawn from five Colleges namely Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and Humanities in the Salem University Lokoja (Salem University Academic Unit, 2020).

### **Sampling Design and Sample Size**

The Probability sampling method was adopted to choose the sample in the study. Proportionate stratified random sampling was used to select students from the five Colleges in Salem University Lokoja. The total sample size of 280 Students from five Colleges in Salem University Lokoja, namely; Management and Social Sciences, Natural and Applied Sciences, Law, Information Communication and Technology and the College of Humanities (Salem University Academic Unit, 2020).

### **Data collection Method**

Both primary and secondary data were used. The primary data was collected through structured Questionnaires. The Secondary data was

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<sup>27</sup> S.O. Adekunle and D.J. Kayode, *Entrepreneurship education in Nigerian Universities: A tool for national transformation* Asia Pacific Journal of Educators and Education, Vol. 29, 155-175, 2014.

collected from relevant text books, journals and internet sources among others.

### Data Analysis Method

Strongly Agree (SA) = 5 points; Agree (A) = 4 Points; Undecided (D) = 3 points; Disagree (D) 2 points and Strongly Disagree= 1 Point.

From these the Weighted Mean Score (WMS) is 3.00 (that is 5+4+3+2+1=15) divided by 5, Using

$WMS = \frac{\sum fx}{\sum f}$  Where f= Mean Scores

$\sum Fx$ =Summation of frequency X Score and  $\sum f$ =Summation of frequency

### Results and Discussions

Research Questions	Responses	MS	WMS	Decision	
Entrepreneurship education can provide training skills required in reducing unemployment	SA	180	5	900	4.13 Accepted
	A	60	4	240	
	U	0	3	0	
	D	0	2	0	
	SD	0	1	0	
Entrepreneurship education can inspire, creativity and innovation in identifying business opportunities	SA	120	5	600	3.82 Accepted
	A	108	4	432	
	U	0	3	0	
	D	12	2	24	
	SD	0	1	0	
Entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses	SA	132	5	660	3.69 Accepted
	A	72	4	288	
	U	0	3	0	
	D	36	2	72	
	SD	0	1	0	
Entrepreneurship education can provide opportunities for the utilization of business potentials	SA	120	5	600	3.8 Accepted
	A	108	4	432	
	U	0	3	0	
	D	12	2	24	
	SD	0	1	0	

Source: Field survey, (2021)

## **Discussion of Findings**

From our research findings, we discovered that all the alternative hypotheses are accepted which states the following:

- That entrepreneurship education can provide training skills required in reducing unemployment among Salem University Students.
- That entrepreneurship education can inspire, creativity and innovation in identifying business opportunities for Salem University Students.
- That entrepreneurship education can provide training and support for building career in Small and Medium Scale businesses for Salem University Students.
- That entrepreneurship education can provide opportunities for the utilization of business potentials for Salem University Students.

## **Conclusion**

Entrepreneurship education, if properly harnessed, has the potential of becoming a potent tool for tackling unemployment in Nigeria. Over the years, the Nigerian government has put in place policies and programmes that are geared towards developing small and medium scale businesses in the country. Today, the study of Entrepreneurship has come to stay in the nation's tertiary educational system to complement those efforts of government, as exemplified by Salem University. To this end, this study examined ways entrepreneurship education can help to reduce unemployment in Nigeria with emphasis on Salem University Lokoja. The study argues that entrepreneurship education remains a major plank in addressing the increasing spate of unemployment in Nigeria. The study further implored education stakeholders to strengthen existing mechanisms in order to improve on existing achievements.

## **Recommendations**

First, the Management of Salem University should invest more in the procurement of equipment for effective training of its students in other entrepreneurial skills that are hitherto not available.

Second, relevant authorities should as a matter of policy, ensure that there exists effective collaboration between the Ministry of Education and the National Youth Service Corp, to the end that the one year national Youth Service should encourage members to acquire one form of skill or the other. The idea of posting Corp members as teachers in primary and

secondary schools should be reviewed, because experiences have shown that at the end of every service year, no significant skill is acquired.

Finally, the Management of Salem University should ensure that students undertake more practical sessions in Entrepreneurship studies in order to consolidate the grains that have already recorded in the scheme by the institution.

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# SOME ASPECTS OF FORMING THE TERMINOLOGICAL COMPETENCE OF FUTURE AGRARIAN SPECIALISTS

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**Abstract:** *The article discusses some aspects of the work on the formation of terminological competence of students of agrobiological specialties in the process of studying discipline "English for Professional Purposes". The concepts of "term", "terminology", "terminological competence", the conditions for the formation of terminological competence are disclosed. The principles of selection of professionally oriented texts on agrobiological topics are considered. The methods and techniques of studying terminological vocabulary used in the classroom for the successful formation of terminological competence of future specialists are described.*

**Keywords:** *professional terminology, terminological competence, future specialists, agricultural sphere.*

## Introduction

The content of modern vocational education must correspond to the tasks of the time. Mastering the language of the specialty is a priority in the light of new requirements. Possession of professional vocabulary has become one of the important skills of a specialist, contributing to successful professional activity and career growth of an individual. That is why in the process of learning English for professional purposes, a student has a task – to master both common terms and concepts, and specialized professional vocabulary. For the teacher it becomes important to find effective methods of memorization and practical mastery of terminology. This makes it relevant to study the processes of formation and development of terminological knowledge of future specialists in the agro-industrial industry.

## Literature Review

Nowadays, the problems of terminology remain the subject of active discussions among scholars and linguists. L. Baranovska was engaged in

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teaching terminology and formation of terminological competence (she created a didactic-methodical system of step-by-step training of students in professional communication, researched the role of knowledge in special terminology in professional training of future agrarians); V. Borshchovetska developed a method of teaching foreign language vocabulary to students of economic specialties); L. Viktorova proposed a method of mastering professional veterinary terminology of Latin and Greek origin), A. Demin substantiated the process of mastering new terms at the psychophysiological level, developed ways to optimize the training of agricultural students in professional terminology. The scientific works of V. G. Glove, Yu. V. Butina, M. V. Korablina, Zh. S. Pustovalova, I. I. Galimzyanova, I. A. Pushkareva and others are devoted to the teaching terminology in order to form professional competence in the classroom of a foreign language.

Having analyzed the modern theory and practice of speech training of students of higher educational institutions, we note that the problem of forming the terminological competence of future specialists in the agricultural sector has not yet been the subject of a separate scientific study. The problem of enriching the professional speech of students of agricultural and environmental universities with English professional terminology, theoretical substantiation and practical recommendations for solving this problem needs to be covered.

### **The purpose of our work**

The purpose of the article is to characterize the concept of terminological competence of future specialists in the agricultural sector and to outline some aspects of work on its formation during the study of the discipline "English for Professional Purposes".

### **The definition of the terminological competence**

The basis of professional communication is terms. A term is a word or word combination, precisely denoting any concept used in a technique, art<sup>1</sup>, without knowledge of which it is also impossible to carry out either reading specialized literature or communicating on professional topics, therefore, knowledge of terms and terminological correspondences, as well as the ability to apply them in speech is the main component of the

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<sup>1</sup> *Educational magazine Textologia*, 2020. Available at:

<https://www.textologia.ru/slovari/lingvisticheskieterminy/termin/?q=486&n=1894>.

professional readiness of a future specialist. The implementation of the main function of the term is associated with the accuracy of the use of a certain term in the planning and implementation of professional activities, as well as in assessing its results and analyzing various working situations, and the quality of its implementation is determined by the effectiveness of theoretical and practical professional training.

Terminology is a set of terms that covers special vocabulary that is used in the field of professional activities of people. Fluency in terminology for future professionals is the key to successful professional activity, preparation for which requires the formation of terminological competence during the study of the discipline "English for Professional Purposes".

Ermolaeva J. believes that "terminological competence is an integral characteristic of a specialist's business and personal qualities, reflecting not only the level of knowledge, skills, experience sufficient to achieve the goals of professional activity, but also the social and moral position of the individual"<sup>2</sup>.

Petrov E. A. and Galiev D. A. interpret terminological competence as the main part of professional competence, which makes it possible, on the basis of mastering general professional, professional and narrow professional terms, to participate in professional intercultural communication<sup>3</sup>.

Bordovskaya N.V. and Koshkina E.A. consider terminological competence as a component of professional competence. By terminological competence, they understand the ability and willingness of a specialist to correctly apply terminology in solving professional problems, using the minimum amount of personal, material, time and other resources<sup>4</sup>.

It can be concluded that terminological competence is an important component of professional competence, reflecting the level of knowledge, skills and experience of a specialist, as well as the ability and willingness

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<sup>2</sup> Zh.E. Ermolaeva, *About the formation of terminological culture of students in the universities of the Ministry of Emergency Situations of Russia*. Technosphere safety technologies: Internet magazine, 2017. No. 5 (57). Available at: <http://agps2006.narod.ru/ttb/2014-5/37-05-14.ttb.pdf>.

<sup>3</sup> Ye.A., Petrova, D.A., Galiyeva, *Formation of terminological competence in the aspect of jurisprudence. Philological sciences*. Questions of theory and practice. 2016, No. 3. Available at: <https://www.gramota.net/materials/2/2016/3-2/38.html>.

<sup>4</sup> N.V. Bordovskaya, E.A. Koshkina, *Structural and functional model of terminological competence of a specialist*. Bulletin of St. Petersburg University, 2016. No. 4. Available at: <https://cyberleninka.ru/article/n/strukturno-funktsionalnayamodel-terminologicheskoy-kompetentnosti-spetsialista#>

of a specialist to competently use terminology to solve professional problems.

Terminological competence is characterized by: 1) the versatility of manifestation, which is formed in the process of mastering and applying the terms of any sphere of human activity; 2) integrativity, manifested in the fact that it is present as a component in other competencies; 3) connection with the terminological potential of the individual, manifested in the desire of a specialist to contribute to improving the functioning of the conceptual and terminological apparatus; 4) a high level of dependence on education and self-education<sup>5</sup>.

The task of developing competence is not just to know the subject more and better, but to include the acquired knowledge in the "terminological practice" of life<sup>6</sup>.

### **The main factors influencing the formation of terminological competence**

An important condition for the formation of terminological competence of future specialists in the process of teaching the discipline "English for Professional Purposes" is the interconnected teaching of four types of speech activity: reading, listening, writing and speaking, which makes it possible to rely on auditory, visual and motor sensations, contributing to the complex assimilation of language material.

The main factors in this are the unity of the topic, within which all types of speech activity develop, and specially selected exercises of various types using auditory and visual sources of information, using one source of information corresponding to the type of speech activity being studied, oral forms of work performed by ear, writing exercises, etc. Terminological vocabulary is necessary for students primarily when reading special texts in their specialty in a higher educational institution in order to obtain professional information, to conduct a professionally-

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<sup>5</sup> N.V. Bordovskaya, E.A. Koshkina, *Terminological competence of a specialist: manifestation and levels of development*. Man and education. 2016. Vol. 16 (4), p. 97. Available at: <https://cyberleninka.ru/article/n/terminologicheskaya-kompetentnost-spetsialista-proyavlenie-iurovni-razvitiya#:~:text>

<sup>6</sup> Zh.E. Ermolaeva, I.N. Gerasimova, *Creation of an educational thematic and terminological dictionary for the discipline "Ecology" for cadets / students and listeners (based on the material of the Academy of State Fire Service of the EMERCOM of Russia)*. Mater. 16th Int. scientific-practical conf. "Theoretical and methodological problems of modern education". Moscow, 2014. p. 112.

oriented conversation or discussion with foreign experts, as well as when writing an annotation, abstract or message. Therefore, an English teacher for special purposes needs to understand what are the main properties of terminological vocabulary, how to semantize its meaning in special texts, with the help of what exercises to activate its further use in oral and written speech. It is obvious that the study of terminological vocabulary in teaching a foreign language of a professional direction will be the more successful and effective, the better the choice of foreign language professional material is made, which is used in the educational process. Such basic material is, first of all, the texts of the professional direction, which are considered "a source for expanding the professional terminological dictionary"<sup>7</sup>.

The use of professional authentic texts will help students operate with the basic terms of the professional direction, form speech skills and abilities that are vital for real professional communication. The work on the text in the specialty begins with the presentation and phonetic processing of terms and terminological phrases both in isolation and in sentences when performing conditional speech exercises of a receptive and reproductive nature. According to K. Cuzco<sup>8</sup>, "a text in a specialty is, first of all, a means of formation and development of professional skills." Reading literature in the specialty enriches the terminological vocabulary of students, which, in turn, makes it possible, according to C. Cuzco, "the transposition of terminological units into an oral or written text in the specialty", that is, to build an unprepared statement on a professional topic, maintain documentation, and the like.

Some researchers on terminology believe that it is on the basis of professional texts that one can work out a definition, a definition for each term. As practice shows, at the initial stage of studying English in a professional direction, students are more interested and productive in working on the terminology of modern texts of a popular science style. And senior students, who have already formed a subject-conceptual base, who understand terms in their native language, work on their own terminology from unadapted authentic texts of a scientific style.

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<sup>7</sup> L. Luchkina, *Formation of a professional dictionary in future teachers of technical specialties*. Scientific notes of TSPU. V. Hnatyuk. Series: "Pedagogy". Ternopil, 2002, No. 3, p. 105.

<sup>8</sup> K., Kusko, *Linguistics to the text behind the fah. Linguodidactic organization of the initial process from earthmovers at universities*. Collective monograph. Lviv: Svit, 1996, p. 13.

This type of "introductory" or "search" reading is necessary for students both to prepare for writing essays, reports, and for future professional growth, deepening knowledge in their specialty. The productivity of the assimilation of terms and their active use in oral and written professional speech largely depends on the appropriate system of exercises, consistently aimed at both a thorough mastering of terminology and the activation of speaking and listening skills necessary for the application of this terminology in specific situations. Among a large number of reproductive exercises, it is effective to use the following: to give orally definitions of professional terms in Ukrainian, to select terms for the proposed definitions, to compose a terminological dictionary for the text from a professional textbook. In order to semantize a term, to establish existing connections with other terms included in a certain set of terms, it is necessary to interpret it in a certain context, which in turn helps to guess the corresponding meaning of the term without resorting to its translation. Separated from the context, according to some researchers, the terms are characterized by multidimensionality and conceptual complexity, they have polysemy and synonymy, even expressive coloration. For the semantization of terms, it is advisable to use the following methods: 1) definition of derived terms; 2) derivation of terms; 3) explanation of terms by means of English; 4) selection of terminological synonyms; 5) selection of antonymous terms; 6) comparison of terms in British and American English; 7) translation.

When working with texts of a professional orientation, it is worth paying attention of students to complex cases regarding the functioning and options for transferring agrobiological terms in their native language:

1. A large number of common words acquire meanings specific to the agrobiological sphere, that is, they become narrow terms: cell - kamera, kel'ya, yacheyka (biol. klityna); habitat - mistse prozhyvannya, mistse rozpovsyudzhennya, pryrodne; meal - yizha, boroshno hruboho pomelu.

2. The meaning of the term is one of the meanings of the word and is translated using the lexical equivalent: habitat of life - sposib zhyttya. Here, it may be advisable to work with the general and terminological English-Ukrainian dictionary to get acquainted with the options for expanding the meaning of the word and, accordingly, with the basic agrobiological terminology.

3. In modern scientific literature, in particular on agricultural problems, we often encounter such a phenomenon when a term has two or more meanings in one industry: meal - boroshno hruboho pomelu; amer.

kukurudzyane boroshno; crop – urozhay; zhnyva; posiv; s.-h. kul'tura (industrial crops – tekhnichni kul'tury), crop rotation – sivozmina, yeild – urozhay, zbir plodiv, rozmir vyrobitku, food – 1) yizha, korm; 2) produkty kharchuvannya, prodovol'stvo; 3) pozhyvni rehovyny; 4) pozhyvnyy. Such ambiguity creates ambiguity and the substitution of one term for another. And here it is especially important to take into account the context, that is, the lexical and grammatical environment of the term.

The context helps to reveal the following: a) the word is used in its usual meaning or in a special technical one. For example, maturity – maturity, maturity or maturity; circulation period (bonds); b) in which of its meanings the ambiguous term is used in a particular case. The peculiarities of the functioning of terms require appropriate means of translating their meaning into the native language. Since phrases and phrases are very common in modern English-language scientific and technical literature, students should be familiarized with several basic techniques for translating these lexical units.

1. Translation is carried out using words and expressions of the native language, which literally reflect the words and expressions of the English language (so-called tracing): chain reaction – lantsyuhova reaktsiya; abiotic factor – abiotychnyy faktor, natural selection – pryrodnyy dobir.

2. Translation using the genitive case, for example: soil conservation zberezhennya hruntu, plant protection – zakhyst roslyn, soil erosion – eroziya hruntu, materials cycles – kruhoobih rehovyn.

3. Translation of a noun using an adjective, for example seed bank – nasinnyevyy bank, species richness – vydove bahatstvo, stem cell – stovburova klityna, water energy – vodna enerhiya, cell engineering – klitynna inzheneriya.

4. Translation of a phrase using a group of explanatory words, for example: biotechnology-derived toy, shcho maye biotekhnolohichne pokhodzhennya, relay cropping – zminna systema vyroshchuvannya s/h kul'tur, plant-incorporated protectants (PIPs) – inkorporovani v roslyni zasoby zakhystu.

5. Translation with a change in the order of the components of the attribute group, for example: farm crop cultivation – kul'tyvatsiya sil's'kohospodarskoyi kul'tury, plant protection measures – zasoby zakhystu roslyn, ecosystem equilibrium state – stan rivnovahy ekosystemy. Special attention should be paid to the translation of terminological combinations consisting of two or three words, since without the help of a teacher, students cannot always correctly translate



such phrases: food safety – bezpeka produktiv kharchuvannya, safety testing – testuvannya na bezpeku, food crop – sil'skohospodars'ka prodovol'cha kul'tura, herbicide-tolerant crop – sil's'kohospodars'ka kul'tura, stiyka do herbitsidiv.

Thus, the above examples, demonstrating the functioning of agrobiological terms and possible variants of their translation, draw our attention to the fact that agrobiological terminology tends to be multivariate in translation, polysemy or homonymy, and complex words generally require special knowledge and understanding when translating them. To prevent the problems that students face when translating specialized texts, there is a need for more active work with special vocabulary, a thorough study of its polysemy, synonymy, antonymy, the peculiarities of word formation and translation.

### **Conclusions**

We believe that the above reasoning opens up opportunities both for the practical application of the considered methods of translating agrobiological terminology, and for further creative search in order to effectively read professionally oriented English-language texts. They contribute to the formation of terminological competence, the presence of which opens up the opportunity for future specialists in agrobiological specialties to develop and achieve professional success in the agro-industrial industry.

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# SECURITY ISSUES OF EXAMINATIONS IN ONLINE ENVIRONMENTS

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**Abstract:** *Online examinations have become more popular due to Pandemic. However, they need to be secured according to the regulations and laws concerning handling personal data or information that is sensitive in order to ensure safe collection and appropriate storage. Cryptography that is ID-based is a way of keeping secrecy, as well as following the specific rules related to servers' ownership and location. Protection against fraud will be ensured at several levels such as exam items, exam responses, results and personal data of the candidates. Computer based exams that are organized and administered correctly should have all the characteristics of information security that will guarantee their appropriateness. In this regard exam data are confidential, which means that they are not released to unauthorized devices or individuals, while checking their availability and integrity in the sense that they are not destroyed or modified but timely and reliably accessible. Authenticity through users' identity check and non-repudiation through getting proof of delivery and reception are also important components of exams security. The key issues will be looked into in order to raise awareness of the advantages and disadvantages of online test delivery.*

**Keywords:** *security, examinations, online environment, data protection*

## Things to Consider in Online Testing

From the production of the exam papers to their delivery and processing of results there are many steps and tasks that need to be fulfilled in safety in online environments for quality and integrity of handled content. Each of them is critical for the whole process and all staff involved should be instructed properly. Only preventive measures can ensure the proper climate of any test-taking stage. For this, there are things to consider such as technical issues and students' group management according to good practice principles. Preparation will include an analysis of the technical resources after getting aware of the availability and capabilities used by the university where the examinations take place, existent the learning platform and course management systems or the exploration of free open-source learning

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platforms like Moodle and Drupal or such. Checks are necessary on the equipment, software licenses and expertise. It is also advisable to explore test authoring platforms such as Adobe, Questionmark Articulate or Authorware if flexibility is envisaged for exam items order for linearity or randomness. The time limit and the permitted number of attempts for the test-takers should be decided according to items' difficulty and purpose of testing. Candidates' responses during examination can be monitored if thus designed. Video proctoring is an optimal way of keeping control of test takers during examinations.

Collected data will be stored on protected servers which require collaboration with the departments of computer science or IT and media support in order to get informed about local servers, reliability of internet connections, possible disruptive interferences of firewalls, and proper functionality of the hardware. A specialized software for online examinations will have or will be adapted to the task format required according to the technical possibilities provided. If feasible, an upgrade can be installed for special features in accordance with the university's policies and local regulations concerning data protection and examinations security. However, technical preparation of online examinations is only one part of the process. Students should be instructed carefully and checked for their digital literacy as their performance will be influenced by the degree of proficiency they may have acquired. That is why they need examiners' support with any item they are not familiar with prior to examinations so that it will not be an issue. There is also a psychological component that should be considered when designing an online examination, which takes preparation.

### **How to help students performed better in online environments**

Candidates can benefit from an opportunity to do practice by responding to unrated sample items to observe how it goes. Examiners will provide such mock tests to try out the audio play and record menu, the writing tools or other features to be used in the real exam. However, the effect of the digital technology on the cognitive processing of students should be taken into account, as multimodality may be a great for task contextualization, but it also adds to the cognitive load and need for attention. The benefits of using multimodal means of testing will be the passing rates can be checked across the different modalities with an increased accuracy. Online assessment is by far easier to make with the aid of computer programs designed for this purpose. Depending on the selected version, the

tests can give diagnostic, placement, progress and achievement which can all be internal (in the institution where the course is taken) or external (in any other learning center). Tests are tools of measuring the acquisition of knowledge and skills at different stages when these are scheduled. The organization of such tests is a lengthy process that admit no act of negligence whatsoever so that the results will be fair and able to show a correct rate of candidates' performance without any doubt.

There are some issues difficult to prevent in online exams due to candidates' attempt to cheat by plagiarism, either by copy-pasting from Internet sources or using translating programs. They may also share information through various social platform or even consider hacking the system. In order to prevent this from happening some preventive measures can be taken. Some ways may include data encryption so that no unauthorized access will be possible, using window or keystroke tracking programs to keep logs of the websites that candidates access or the words they type up during the exam session. Create and add a video to the test explaining the university's policy on plagiarism and consequences of cheating. It can psychologically deter some students from cheating or the institution can even require the candidates to sign an agreement right before they start the exam. Honesty should prevail in all cases. However, there are ways of making the conditions difficult for any fraud. For instance, the exam questions can be randomized with individually-timed assessment tasks or open-ended constructed-response items from a large item pool, according to the type of test.

Examiners can have designated testing time slots to administer the examination paper and set-up the test to show one item at a time if they choose so. They can use a secure browser technology or any application that prevents users from opening any other window during the test, doing copying and pasting, recording and taking screen capture, or enabling a remote login. They can also utilize a remote proctoring system by desktop sharing or image capturing and where possible, video monitoring, they can check IP-based authentication and assign a digital identity to each candidate to secure digital identity test and non-repudiation. There should be established different user roles in the data management system so that users are granted access only to authorized information.

### **Advantages and disadvantages of Online Test Delivery**

There are advantages and disadvantages of online test delivery. Some of the positive features concern the task design which allows innovative

approaches and makes easier contextualization of these tasks in online examinations through videos or audio materials. They allow mental processing of multiple information sources and integrated tasks can be included in online tests, which are more realistic and appealing than a distinct-point item. Candidates may access different electronic resources such as dictionaries and spell checkers if allowed by the examiners. If students understand the instructions fully, no technical issue will affect their task performance. Online delivery minimizes the examiner's efforts which can be required in traditional writing or oral test settings. As to evaluation, it is much easier to rate constructed responses and to manage all data in online tests while there are fewer chances of errors produced by data mishandling or score recording. The administrative costs are reduced in online tests and many examinations may take place at the same time with a less number of people involved in the process, just with a few remote proctors. Specialized literature promotes the idea of diversity in both learning and testing methods particularly with a computer-based type of testing:

In spite of the different objectives and objects of user-led activities (from software design through knowledge management to creative collaboration), it is nonetheless possible to discern an increasingly sophisticated set of common principles which govern many such environments.<sup>1</sup>

Computer-based testing is suitable for exams based on multimedia usage that is hardly possible when applying the traditional techniques. Information systems, when used correctly, may provide motivation and stimulation in performing the tasks while accessing the permitted audio and video prompts, or specific websites, technology-mediated testing can be more enjoyable when the candidates do near-authentic, more realistic tasks that are close to their everyday interests. The more they progress with the responses to exam questions the more confident they may become as they get a sense of the testing purpose not only as a result expressing through points or a mark, but as a necessary verification of knowledge and skills. If instructed appropriately, the candidates will regard examinations as useful ways of getting aware of their real level and they would understand the important function of evaluation in their

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<sup>1</sup> R. Land and S. Bayne eds., *Digital Difference: Perspectives on Online Learning*, Sense Publishers. The Netherlands, Rotterdam, 2011, pp. 133.

course study. When the poorly-performed tasks are revealed as issues to be considered for further improvement, the target of the test is met. Viewed from this perspective, an examination will never scare off candidates since they will be sure it will be to their best interest to take it seriously and to focus on the opportunity provided rather than on the actual result.

Since all components of the examination are objectively done, the score they get will also be objective. For instance, when testing a foreign language in online environment will be similar to their self-study activities which may include answering questions based on reading a text, multiple-choice or cloze-tests, selecting the correct structure, writing a paragraph or translating and so on. If such assignments are familiar to the candidates from their previous practice it would be easier for them to adjust to the test requirements as their prerequisites are already met. Depending on their experience with a diversity of tasks in a limited time give the candidates will perform better or worse than they would when tested by traditional methods (in oral exams or written papers). For this reason, proper training is expected to increase the rate of success. Therefore, practice is a key element of preparation for examinations either done individually or as classroom activity, groupwork such as project, portfolio, or other types of research. Digitization of education tools has been the solution for the ongoing period of social distancing and examiners have discovered the benefits of this complete and accurate of way of assessing students' performance.

Disadvantages of online test delivery concern the tendency candidates may have to use unauthorized information sources or unpermitted collaboration which can be prevented by video protectering and time limitation. Also, there is a need for a rigorous preparation prior to examinations, both for instructors, administrative staff and candidates. This task can become easier with simulations take place so that all the possible problems are revealed and solved. Such difficulties being overcome, every person involved in the tests will embrace the benefits of modern technology for a secure assessment.

### **Conclusions**

Even if online examinations are not easy to design, organize and deliver, there are also benefits of using learning and testing platforms particularly when face-to-face education is not possible or for any other reasons. They can be maximized to their full potential technically and

psychologically based on pre-established regulations. Online tests management should be secured by all means and for all stages of the process in order to protect the reputation of the education institution that organizes them as well as for fair results in examining the candidates by avoiding malpractices. Safety measure will protect exam content, personal data and responses storage on servers. It may prove to be a more accurate method of assessing exam results, particularly if the test is multimodal.

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# PEDAGOGICAL CONDITIONS FOR THE FORMATION OF THE FUTURE AGRARIAN SPECIALISTS' HUMANISTIC ORIENTATION PROFESSIONAL TRAINING

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**Abstract:** *The article deals with the pedagogical conditions that can effectively organize of the process of formation of future agrarian specialists' humanistic orientation. It is presented experience of studying pedagogical conditions in pedagogical theory and practice and analysis of scientific research of the definition of pedagogical conditions of formation of humanistic orientation of students of different specialties. It has been established that the implementation of the formation of a humanistic orientation of future agrarian specialists will be effective if three pedagogical conditions are observed: designing a purposeful humanistic educational environment in the professional training of future agrarian specialists; providing a humanistic component in the content of training future agrarian specialists; the use of interactive forms and methods in the educational process to activate humanistic educational and cognitive activities. It is described the implementation of the established pedagogical conditions in detail.*

**Keywords:** *professional training, agrarian specialists, pedagogical conditions; formation, humanistic orientation.*

## Introduction

Fundamental changes in social production and the economy, in particular in the agricultural sector, determine new requirements for the training of specialists in the agro-industrial sector.

The training of a qualified specialist, an integral personality with the priority of universal human values is the main task of a higher school. The implementation of this task is possible only under the condition of the humanization of professional training and the formation of a humanistically oriented personality of the future specialist in the agrarian sphere, whose activity is humane in relation to himself, society and nature.

Humanistic trends in the agro-industrial sphere and modern requirements for the personality of the agrarian specialist determine the

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search for innovative forms, methods, pedagogical conditions that ensure the formation of a humanistic orientation of future specialists in vocational training. Analysis and generalization of theoretical and methodological research on the problem raised served as the basis for substantiating the pedagogical conditions for the formation of the humanistic orientation of future specialists in the agro-industrial sector.

### **Literature review**

Today, considerable experience has been accumulated in the study of pedagogical conditions in pedagogical theory and practice. The pedagogical conditions of professional training of specialists in various fields were studied by L. Bivalkevich, S. Vysotskyi, V. Zinkevichus, A. Listopad, I. Kireeva, M. Opolskaya, A. Ryabukha, etc. Of particular interest to our study is also the definition of pedagogical conditions for the formation of the humanistic orientation of students of different specialties, to which are devoted to the works of G. Bondar, V. Vasylyk, A. Kudusova, N. Nerukh, O. Tepla, I. Tymchuk.

The analyzed psychological and pedagogical literature on the problem under study gave grounds to state that the issue of the humanistic orientation of future specialists in the agro-industrial sphere and the definition of the corresponding pedagogical conditions for its formation have not been developed in the theory and practice of vocational education.

### **The purpose of our work**

The purpose of the article is to determine and study the conditions for the formation of the humanistic orientation of future agrarian specialists.

### **Characteristic of the pedagogical conditions**

First of all, we note that in pedagogical science there are many approaches to the definition of the term "condition". Classical pedagogy considers conditions as the basis for the implementation of pedagogical phenomena, but today there is no precise definition of the concept of "pedagogical conditions" in scientific circulation. So, there is no corresponding article in the "Ukrainian Pedagogical Dictionary" by S. Goncharenko and other reference publications.

Ukrainian researcher S. Vysotskyi defines conditions as “a dynamic regulator of information, personal, psychological and pedagogical factors”<sup>1</sup>.

The pedagogical conditions of a certain educational phenomenon are explained by the authors of the "Strategy of Humanism" as the identification of a certain set of factors that significantly affect it, in order to purposefully ensure harmonious unity and the use of the synergistic effect of those that contribute to the desired nature of the course and development of this phenomenon, the elimination or neutralization of factors that impede its normal functioning and development<sup>2</sup>.

So, we will consider as pedagogical conditions a set of factors that influence the effectiveness of the pedagogical process, which are purposefully created in the course of professional training of students and guarantee its movement in the right, definite direction towards the predicted result of the formation of their humanistic orientation in the learning process.

For our research, it is also of certain interest to determine the pedagogical conditions for the formation of the humanistic orientation of students of other specialties.

The effectiveness of the process of forming the humanistic orientation of future agronomists, according to N. Nerukh, will largely depend on the implementation of the following conditions:

- filling the studied disciplines with humanistically oriented content;
- mastering humanistically oriented knowledge;
- search for didactic technologies based on interactive learning, pedagogy of cooperation and contributing to the formation of skills and abilities of humanistic principles in a student's specific production activity (providing a personality-oriented approach);
- the formation of future agronomists' humanistic orientation, personal qualities, motivational sphere for future professional activity (creation of a personality-oriented environment)<sup>3</sup>.

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<sup>1</sup> S.V., Vysotsky, *The structure of psychological and pedagogical conditions for the formation of a person's search and creative orientation in the process of teaching Sciences*. Visnyk Pivdennoukr. holding un-tu im. K.D. Ushinsky: Zb. sciences. pr. Odessa, 1999. Vol. 8-9. p. 91.

<sup>2</sup> V.I., Astakhova, L.L. Tovazhnyanskiy, *The strategy of humanism: (from the experience of the scientific and educational complex NTU "KhPI" - KSU "NUA")*. Kherson: NUA Publishing House, 2004. p. 32.

<sup>3</sup> N.B., Nerukh, *Formation of humanistic orientation of future agronomists in the process of studying socio-humanitarian disciplines: dis. ... cand. ped. sciences: 13.00.04*. DVNZ "University of Management Education". Kyiv, 2009, 298 p.

According to O. Tepla, the pedagogical conditions for the effective formation of humanistic values of students of higher agricultural educational institutions in extracurricular activities are follows:

- taking into account the specifics of the future professional activity of students of higher agricultural educational institutions when organizing the educational process;
- the implementation of targeted training of teachers – mentors of academic groups in the organization of extracurricular educational work on the formation of humanistic values;
- the use of interactive technologies, forms and methods of education in the educational process;
- organizational and methodological support of the educational process<sup>4</sup>.

I. Tymchuk refers to the pedagogical conditions of humanization of teaching future ecologists in the process of professional training:

- the formation of the personality of a higher school teacher, capable of training future ecologists on a humanistic basis;
- ensuring the humanistic orientation of the training content of students;
- observance by teachers of pedagogically expedient humanistic principles and the use of "environmentally oriented" teaching methods;
- humanization of the relationship between teachers and future ecologists<sup>5</sup>.

### **Pedagogical conditions for forming humanistic orientation of future agrarian specialists in professional training**

Analysis and generalization of theoretical and methodological studies on the indicated problem give grounds to assume that the formation of a humanistic orientation of future specialists in the agro-industrial sphere will be effective under the following conditions:

- designing a targeted humanistic educational environment in the professional training of future specialists in the agro-industrial sphere;
- providing a humanistic component in the content of training for future specialists in the agro-industrial sphere;

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<sup>4</sup> O.M. Tepla, *Formation of humanistic values at students of agrarian higher educational institutions in extracurricular activity: author's ref. dis. for science. degree of cand. ped. sciences: 13.00.07*. Nat. ped. Univ. M.P. Dragomanova. Kyiv, 2008, p. 10.

<sup>5</sup> I.M. Tymchuk, *Pedagogical conditions of humanization of training of future ecologists in the process of professional training.: Dissertation ped. science: 13.00.04*. Bila Tserkva, 2009, p. 154.

- the use of interactive forms and methods in the educational process for activating humanistic educational and cognitive activity of future specialists.

Let us consider these pedagogical conditions in more detail.

1. *Designing a targeted humanistic educational environment for the professional training of future specialists in the agro-industrial sphere.*

Analysis of scientific literature allowed us to conclude that in modern conditions, when the content of the humanities is often not associated with the actual life problems of each person; when students cannot accurately and concisely formulate a thought, respond inadequately to comments, are unable to predict the interlocutor's reaction; there is a low culture of discussion and the formation of one's own point of view, the humanistically directed pedagogical activity of a teacher in the formation of a humanistic educational environment becomes relevant<sup>6</sup>.

The term "humanistic educational environment", which is considered as "a set of conditions for the purposeful formation of a personality based on the principle of humanism as the main human value", was introduced by A. Baboshina<sup>7</sup>.

Gomonyuk notes that the humanistic educational environment is determined by:

- as a space (in a broad sense), adequate to the modern needs of the individual and corresponding to the development trend of modern culture;
- as a specially created environment (in the narrow sense), which encompasses a set of conditions for enriching a person in the process of education, putting in the foreground its humanistic component;
- this is a space of humanistic communication (dialogue), which attracts the subject of education in the processes of assimilation, consumption, exchange and dissemination of humanistic values, which are later actualized in his behavior as socially significant<sup>8</sup>.

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<sup>6</sup> H.O. Bondar, *Formation of humanistic worldview of future teachers in the process of studying philological disciplines: dis. ... cand. ped. Sciences: 13.00.04*; Uman State Pedagogical University named after Pavel Tychyna. Uman, 2011, p. 35.

<sup>7</sup> E.B. Baboshina, *Culturological model of the humanistic educational environment*. School, 2002. No. 6. p. 23.

<sup>8</sup> O.M. Gomonyuk, *Humanistic educational middle-class is a provincial form of the professional and pedagogical culture of the maybut social teacher*. Bulletin of Lviv University. Series: "Pedagogical", 25, 1, 2009, p. 161.

We agree with the opinion of G. Bondar, who defined the humanistic educational environment at the university as a socio-cultural and vocational educational space created in a certain way, in which the process of forming a humanistic orientation of the personality by means of a school subject is carried out on the basis of pedagogical interaction<sup>9</sup>.

According to G. Bondar, the structure of the humanistic educational environment includes subjects: students, teachers – on the one hand; means, forms, methods, technologies of teaching and upbringing – on the other hand, and the combination of these components in the procedural part<sup>10</sup>.

“In general, the creation of a humanistic educational environment at the university is a pedagogical strategy aimed at achieving consistency and integrity in the activities of its subjects (students and teachers),” notes A. Gomonyuk<sup>11</sup>.

It is not in our power and competence to create a humanistic educational environment for the entire agrarian university, but in our power and in the power of each teacher to create it at the level of their studies within the framework of a particular discipline.

We believe that the basis of the humanistically directed pedagogical activity of a higher school teacher in order to create a humanistic educational environment is:

- search for didactic technologies, forms and methods of teaching based on the pedagogy of cooperation;
- establishing democratic humane relationships between participants in the educational process;
- avoidance of authoritarianism and formalism in relations between teachers and students;
- the presence of a favorable psychological climate;
- changing the position of the teacher in relation to the student, while the teacher acts as an assistant in the professional preparation of the student's personality;
- approval of the position of active interaction and cooperation between the teacher and the student;

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<sup>9</sup> H.O. Bondar, *Formation of humanistic worldview of future teachers in the process of studying philological disciplines: dis. ... cand. ped. Sciences: 13.00.04*; Uman State Pedagogical University named after Pavel Tychna.Uman', 2011. p. 32.

<sup>10</sup> Ibid, p. 67.

<sup>11</sup> O.M. Gomonyuk, *Humanistic educational middle-class is a provincial form of the professional and pedagogical culture of the maybut social teacher*. Bulletin of Lviv University. Series: "Pedagogical", 2009. 25, 1, p. 164.

- creation of conditions for self-realization of each student in the spheres of activity available to him;
- actualization of a personified approach to the formation of a student's personality.

The first pedagogical condition – the design of a purposeful humanistic educational environment for the professional training of future specialists in the agro-industrial sphere – provides for the creation of a socio-cultural and professional educational space in which the process of the formation of a humanistic orientation of the individual takes place with a complex of means, forms and methods, technologies based on interaction between the subjects of educational activity. Consulting and informational work among teachers to form readiness for designing a humanistic educational environment, training teachers and mentors of groups to ensure a humanistic approach in teaching and educating students is carried out through the organization of scientific and methodological seminars, consultations and socio-pedagogical trainings.

In the process of creating a humanistic educational environment, the possibilities of additional forms of organizing training (electives, special courses, special seminars, scientific circles, studios) and events (student conferences, wall newspaper competition, quizzes, thematic evenings, field sessions and excursions, creative work competition, text translation competition on agrarian topics, heuristic Olympiads).

## *2. Providing a humanistic component in the content of training for future specialists in the agro-industrial sphere.*

The goal of higher professional education, as you know, is not narrowly professional, but broad natural-scientific, general cultural, socially and individually significant training, which continuously develops the creative potential of the individual and contributes to the independent replenishment of the professional knowledge of the future specialist in the agro-industrial sphere. The upbringing of a humanistically oriented personality in a university should be implemented through the optimal combination of fundamental, humanitarian and professional cycles of disciplines, their interpenetration on the basis of interdisciplinary connections, integrated courses, interdisciplinary forms of control, ensuring the formation of a holistic consciousness based on systemic knowledge. In this regard, in a higher agricultural educational institution, an interdisciplinary complex is of great importance, ensuring the

interaction of technical and humanitarian subjects, which helps to stimulate the spiritual needs and interests of students (intellectual, moral and aesthetic), which are satisfied in the process of self-education, self-education and self-development<sup>12</sup>. Thus, in order to actualize the humanistic component in the content of students' training, it is necessary to perform the following tasks:

- disclosure of the originality of each humanitarian discipline in order to increase the intellect, outlook, erudition of students, the formation of professional qualities;
- use of the humanistic potential of humanitarian disciplines in the formation of students' spiritual and moral qualities;
- the use of humanitarian knowledge in teaching special disciplines;
- turning to natural and technical sciences in teaching humanitarian disciplines.

Thus, the provision of a humanistic component in the content of educational disciplines for the professional training of future specialists in the agro-industrial sphere will contribute to the formation of a system of knowledge among students, their own views, value orientations as the basis of a humanistically oriented professional activity.

The second pedagogical condition – the provision of a humanistic component in the content of training of future specialists in the agro-industrial sphere – is implemented through the enrichment of the content of the disciplines of the cycle with humanitarian, socio-economic, natural-scientific and professional training with a humanistic theme, the introduction of didactic materials with the actualization of the humanistic component in the content of the named academic disciplines, special course "Humanistic orientation of the personality of the future specialist in the agro-industrial sphere." In particular, the content of the disciplines is supplemented with information on the development of humanism in the history of world and domestic philosophical thought ("Philosophy"), humanism as the basis of a democratic society ("Legal culture of the individual"), on the influence of the process of socialization of the individual on the formation of his ideas about humanism and humanity, about the peculiarities of socialization of agricultural technologies as a

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<sup>12</sup> Zh. S. Svirengo, *Education of humanism at students of higher technical educational institutions in the course of studying of subjects of a humanitarian cycle: dis. ... cand. ped. sciences: 13.00.07*; Berdyansk State Pedagogical University. Berdyansk, 2009, p. 48.



scientific activity ("Sociology"), about the specifics of the embodiment of the ideas of humanism in Ukrainian culture ("Ethnoculturology"), about the moral and legal regulators of scientific research and responsibility for their use ("Biosecurity"), about new strategies and technologies of interaction with nature ("Ecology").

3. *The use of interactive forms and methods in the educational process for activating humanistic educational and cognitive activity of future specialists in the agro-industrial sphere.*

We believe that interactive teaching methods that allow organizing the educational process taking into account the characteristics of the student's personality, interests, inclinations and abilities are optimal for the implementation in the educational process of a personality-oriented approach to the formation of the humanistic orientation of future specialists in the agro-industrial sphere.

The concept of "interactive" comes from the English language ("interact", where "inter" - between, mutual, "act" - to act) and means interaction, dialogue with something or someone<sup>13</sup>. The methodological features of interactive methods are follows: building the learning process through the communication capabilities of all participants in the educational process (role and business games, discussions, presentations); preparation of the study group for productive communication (the ability to accept someone else's view, take into account the interests of other people); the formation of skills to work in a group, the ability to cooperate. The primary condition for the application of these methods is the personal qualities and experience that a person possesses: knowledge, level of general education and other personal characteristics that give students the opportunity to effectively participate in the process of professional training. Interactive teaching methods include a set of methods for organizing and managing educational and cognitive, professionally oriented, transformative, communicative activities of students. With their help, cognitive and professional motives and interests are effectively formed; systemic thinking is brought up, including a holistic understanding of nature and society, as well as oneself, one's place in the world; a holistic view of professional activity, its fragments and stages is being built; preparation for collective work is carried out, social skills and

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<sup>13</sup> O.I. Pometun, L.V. Pyrozhenko, *Modern lesson. Interactive learning technologies: scientific method. way.* Kyiv: A.C.K., 2003. p. 15.

skills of interaction and communication are formed; possession of modeling methods is provided<sup>14</sup>.

So, interactive learning is, first of all, dialogical learning, the essence of which is that the educational process is carried out in conditions of constant, active interaction of the subjects of learning.

The third pedagogical condition – the use in the educational process of interactive forms and methods to activate humanistic educational and cognitive activity – provided for the use of a set of methods for organizing educational, cognitive, professionally oriented, communicative activities of future specialists and managing it, aimed at the formation of cognitive and professional motives, improving skills and interaction and communication skills, non-standard solution of certain professional problems on a humanistic basis.

The use of interactive teaching methods based on dialogical principles is due to the specifics of the form of work of specialists in the agricultural sector. In addition, due to the problems of biosafety and the negative perception in society of the development of new technologies, future specialists in the agro-industrial sphere should acquire the skills to participate in public discussions, the ability to listen and take into account the fears and concerns of the public, at the same time to motivate their views, substantiate evidence of the safety of modern agricultural technologies, that directly relate to the moral assessment of the prospects for their use.

The use of interactive teaching methods (discussions, method of solving situational problems (case method), project method, round table, brainstorming) helps to activate psychological mechanisms of acquiring a humanistic orientation in future specialists, the formation of a system of humanistic values, readiness for humanistically directed activities in society and environment.

## **Conclusions**

So, under the pedagogical conditions in the context of this study, we understand as a set of interrelated prerequisites brought into the system, contributing to the effectiveness of the formation of the humanistic orientation of future specialists in the agro-industrial sphere. If the process of professional training of future specialists in the agro-industrial sphere

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<sup>14</sup> A.A. Verbitsky, *New educational paradigm and contextual learning*. Moscow: IC for the quality problems of specialists training, 2000, p. 48.

will be built on the basis of the identified pedagogical conditions (design of a targeted humanistic educational environment in the professional training of future specialists in the agro-industrial sphere; provision of a humanistic component in the content of training future specialists in the agro-industrial sphere; use of interactive forms and methods in the educational process for activating humanistic educational and cognitive activity), then the formation of a humanistic orientation of future specialists in the agro-industrial sphere will be effective.

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# ON HEALER-GODS, PHYSICIANS AND SAINTS OF MEDICINE

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**Abstract:** *This paper aims at presenting the importance of physicians in people's lives since ancient times from the perspective of the history of mentalities. Although in those times the notion of physician did not exist, it was a common practice to ask for help from healers or healer-gods. Therefore, people would go either to temples or sanctuaries in order to receive guidance from the gods they worshipped or they would go to the healers in order to find a remedy for their ailments or at least to relieve their pain. The methods of treatment used by healers were associated with magic (magic potions, charms and spells) and hallucinogens that would induce sleep during which people received guidance from their gods that either healed them or gave rest to their souls. Later on, in Biblical times, people prayed, asked for cures and even witnessed miracles performed by saints. Therefore, as this article emphasizes, there has always been a close relationship between medicine and religion in the process of healing.*

**Keywords:** *healer-gods, physicians, saints, diseases, healing*

Since ancient times, people have been concerned to find cures to their diseases. At that time, diseases were considered to be of a supernatural origin. They were supposed to be a punishment from an angry god or a visit of a malevolent demon<sup>1</sup>. As methods of treatment, there were used magic potions made from plants which were accompanied by incantations, dancing, grimaces and/or charms and talismans<sup>2</sup>. This period has no records of healers as being referred to as doctors, instead there are references of witches or sorcerers.

During the Middle Age, the care of the sick was a responsibility that fell upon the church as it stated that it was part of a Christian's religious duty to take care of the sick. Therefore, the monks and nuns, that had a

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<sup>1</sup> H.P. Hutton, in *The History of Mentalities: The New Map of Cultural History*. History and Theory, vol. 20, no. 3, 1981, p. 237-259.

<sup>2</sup> W. Bynum, in *The history of medicine. A very short introduction*. New York, Oxford University Press, 2008, p. 78.

basic knowledge of medicine, were the ones to provide health care. The church funded the universities where doctors were trained. Since illnesses were still considered to be a punishment for sin from God, the principles by which the sick were treated went in accordance with this idea and thus, spiritual healing was more important than physical healing. Consequently, it was given more attention to the well-being of the patient's soul than to curing bodily ailments. The certification of doctors became a responsibility of the state at the beginning of the Renaissance period, which led to a great separation between medicine and religion.

The first physician recorded by name in the history of medicine is Imhotep. He lived during the the 3rd Dynasty of Old Kingdom, under the rule of pharaoh Djoser (who reigned between 2667 and 2648 B.C.) and was the first physician in ancient Egypt known by name. Imhotep was considered to be the founder of Egyptian Medicine and the author of the Smith papyrus which contains a collection of 48 clinical records providing detailed and accurate record of the features and treatment of injuries. He was also known as a great architect, being the one who designed one of the earliest pyramids, the Step Pyramid. Moreover, he was a priest, scribe, astronomer and magician. After his death, Imhotep was worshipped as the god of medicine and healing and later, during Greco-Roman times, he was identified with Asclepius, the Greek god of medicine.

One of the most outstanding figures in the history of medicine is the Greek physician, Hippocrates of Kos. He was born around the year 460 BC and his formal name was Hippocrates Asclepiades, meaning "descendant of (the doctor-god) Asclepius."<sup>3</sup> He is referred to as the "Father of Western Medicine"<sup>4</sup> in recognition of his lasting contributions to the field as the founder of the Hippocratic School of Medicine. He was the first one to believe that diseases were caused naturally and not because of superstition and gods. He separated the discipline of medicine from religion, stating that diseases were not punishments inflicted by the gods but rather the product of environmental factors, diet, and living habits.

Since the dissection of humans was forbidden in those times, little was known about human anatomy and physiology. Therefore, the writings present the tissues without distinguishing between the various textures of the body, confusing arteries, veins and nerves, and speaking vaguely of

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<sup>3</sup> J. Laskaratos, in *Mythological, Religious and Asclepius Medicine in Laskaratos J, History of Medicine*, Athens, PMP Publications, 2003, p. 83.

<sup>4</sup> *Ibidem*.

the muscles as "flesh." Hippocrates advanced the systematic study of clinical medicine, summing up the medical knowledge of previous schools and prescribing practices for physicians through the Hippocratic Corpus, a collection of over 60 works. Hippocrates prescribed fasting and the consumption of apple cider vinegar as generalized treatments, while potent drugs were used on certain occasions. Hippocrates once said that "to eat when you are sick, is to feed your sickness."<sup>5</sup> Great emphasis was put on strengthening and building up the body's inherent resistance to disease. Thus, Hippocrates prescribed diet, gymnastics, exercise, massage, hydrotherapy and sea bathing. He strongly believed in dietary measures in the treatment of disease, therefore he prescribed a very slender, light diet during the crisis stage of an acute illness, and a liquid diet during the treatment of fevers and wounds.

The first to describe many diseases and medical conditions were Hippocrates and his followers. Hippocrates provided the first description of clubbing of the fingers, an important diagnostic sign in chronic lung disease, lung cancer and cyanotic heart disease. For this reason, clubbed fingers are referred to as "Hippocratic fingers".

Hippocrates is said to be the first physician to systematically classify diseases based on points of similarity and contrast between them and to originate the disciplines of aetiology and pathology. He began to categorize illnesses as acute, chronic, endemic and epidemic, and use terms such as, "exacerbation, relapse, resolution, crisis, paroxysm, peak, and convalescence".<sup>6</sup> Hippocrates contributed greatly to the evolution of medicine by his descriptions of the symptomatology, physical findings, surgical treatment and prognosis of thoracic empyema, i.e. suppuration of the lining of the chest cavity. His teachings remain relevant to present-day students of pulmonary medicine and surgery. Hippocrates was the first documented chest surgeon and his findings and techniques, while crude, such as the use of lead pipes to drain chest wall abscess, are still valid.

Hippocrates was the personification of the ideal physician and his exemplary life has been a constant and enduring source of inspiration for doctors and healers through the ages. Today, he is most remembered for his famous Oath, which set high ethical standards for the practice of medicine. The oath emphasizes the influence of gods on medicine by starting with

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<sup>5</sup> <http://www.greekmedicine.net>

<sup>6</sup> Vivian Nutton, in *Ancient Medicine (second edition)*, London and New York, Routledge, 2013, p. 98.

their invocation and dictates the duties and responsibilities of the physician while treating patients: to prescribe only beneficial treatments, according to his abilities and judgment; to refrain from causing harm or hurt and to live an exemplary personal and professional life:

*I swear by Apollo Physician and Asclepius and Hygieia and Panacea and all the gods and goddesses, making them my witnesses, that I will fulfill according to my ability and judgment this oath and this covenant:*

*To hold him who has taught me this art as equal to my parents and to live my life in partnership with him, and if he is in need of money to give him a share of mine, and to regard his offspring as equal to my brothers in male lineage and to teach them this art – if they desire to learn it – without fee and covenant; to give a share of precepts and oral instruction and all the other learning to my sons and to the sons of him who has instructed me and to pupils who have signed the covenant and have taken an oath according to the medical law, but no one else.*

*I will apply dietetic measures for the benefit of the sick according to my ability and judgment; I will keep them from harm and injustice.*

*I will neither give a deadly drug to anybody who asked for it, nor will I make a suggestion to this effect. Similarly I will not give to a woman an abortive remedy. In purity and holiness I will guard my life and my art.*

*I will not use the knife, not even on sufferers from stone, but will withdraw in favor of such men as are engaged in this work.*

*Whatever houses I may visit, I will come for the benefit of the sick, remaining free of all intentional injustice, of all mischief and in particular of sexual relations with both female and male persons, be they free or slaves.*

*What I may see or hear in the course of the treatment or even outside of the treatment in regard to the life of men, which on no account one must spread abroad, I will keep to myself, holding such things shameful to be spoken about.*

*If I fulfill this oath and do not violate it, may it be granted to me to enjoy life and art, being honored with fame among all men for all time to come; if I transgress it and swear falsely, may the opposite of all this be my lot.<sup>7</sup>*

Apollo, the first god addressed in the Hippocratic Oath, is the son of Zeus and Leto, and one of the most important Greek Gods. He is acknowledged as the original source of health and healing and he has also been recognized as a god of archery, music and dance, truth and prophecy, the Sun and light, and poetry. He was depicted as a handsome,

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<sup>7</sup> The classical version of The Hippocratic Oath, translation from the Greek by Ludwig Edelstein. From *The Hippocratic Oath: Text, Translation, and Interpretation*, by Ludwig Edelstein. Baltimore: Johns Hopkins Press, 1943.



beardless youth with long hair and attributes such as a wreath and branch of laurel, bow and quiver of arrows, raven and lyre. As a god of healing, Apollo cured people from epidemics. For example, during Trojan War, Apollo uses his healing abilities to treat the injuries of Hector, whom he favoured very much. He was often referred to as “the Healer” as he taught many people the art of medicine. He was also the protector of young, being concerned with the health and education of children. He was a god of diseases as well: Apollo used his bow and arrows to send plagues into the camp of the Greeks. One of Apollo’s sons who inherited his father’s healing abilities was Asclepius, the famous physician who was later worshipped as the god of medicine.

According to the Greek mythology, Asclepius was the son of Apollo and Coronis and the god of medicine. He was raised by the centaur Chiron who taught him the art of healing. Asclepius often used the art of divination to obtain responses from his father Apollo through oracles. From these divinations he learned much about the nature of many drugs and herbs and how to use them in treating disease. Asclepius soon became a great physician and surgeon and perfected his skills in medicine to the point that he surpassed the healing powers of his master and his father. According to the legend, Asclepius was able to restore life from death and these resurrecting abilities began to interfere with the population of earth, which upset Zeus, as he was afraid that Asclepius would teach others how to resurrect the dead, thereby making humans immortal. Therefore Zeus killed Asclepius with a thunderbolt and placed his body among the stars in the constellation Ophiuchus, the Serpent Holder.

According to Homer, Asclepius was not a god, but a human hero, with great medical skills. However, he was believed to be the son of Apollo and was worshipped as the patron god of medicine for two millennia after his death.

The rod of Asclepius became the universal symbol of medicine: a serpent-entwined rod used by Asclepius. The snake figure possessed benevolent properties and it was believed to be able to cure a patient or a wounded person just by touch. The snake is also connected with pharmacology and antisepsis, as snakes possess an antivenom against their own poison. Another interpretation of the snake is related to toxicology, a science that is associated with poison and death. Moreover, the snake implies a metaphysical idea: being connected with the underworld, not only because it crawls on the ground, but because it can bring death, therefore it connects the upper with the underground world.

Another significance of the serpent is related to the shedding of its skin which has been associated with the circle of life, and the renaissance spirit also, ever since early Hellenic antiquity. The rod itself has been associated with traveling doctors who used a long stick on their long-distance walks. Therefore, it can be concluded that the snake twisted around a stick (or the snake beside a pharmaceutic cup) symbolizes both the medical profession and the use of medicines or even poison, that is, it refers to its benevolent as well as its poisonous properties that could be paralleled by the similar properties of medicines.

Asclepia, or healing sanctuaries, were dedicated to Asclepius at sacred sites throughout ancient Greece. Asclepius is said to have cured the sick during dreams, thus the practice of sleeping in his temples became common. Therefore, Asclepieia functioned as centers of medical advice, prognosis and healing. At these shrines, under the influence of hallucinogens, patients would enter a dream-like state of induced sleep known as "enkoimesis" in which they either received guidance from the deity in a dream or were cured by surgery.

Asclepius was married to Epione, the goddess of the soothing of pain, with whom he had five daughters and three sons. His daughters represented the stages of the healing process and pharmaceutical treatment: Hygeia (goddess of health, cleanliness and hygiene), Panacea (goddess of universal remedy), Aceso (goddess of the healing process), Iaso (goddess of recuperation from illness) and Aglaea (goddess of glowing health of the human body). His sons were Machaon (God of surgery), Podaleirios and Telesphoros (God of convalescence).

Hygeia<sup>8</sup>, the goddess of health, sanitation and hygiene, was one of the daughters of Asclepius and worshipped in the same temples with her father, the Asclepia. She valued diet and hygiene in health maintenance and disease prevention, as she insisted that the body has powers of self-healing if it is kept clean and lives in accordance with the laws of nature. Even the healers in ancient times noticed the close relationship between cleanliness and health and diseases flourish where impurities accumulate. Therefore, through diet and exercise, most diseases ameliorate or even vanish. This was an idea shared by Hippocrates also, who seemed to be more Hygeian than Asclepian in approach. While her father was more directly associated with healing, Hygeia was associated with the

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<sup>8</sup> Naomi J. Norman in "Asklepios and Hygieia and the Cult Statue at Tegea". *American Journal of Archaeology*. Vol. 90, no. 4, 1986, p. 429.

prevention of sickness and the continuation of good health. The words "hygiene" and "valetudinaria" derive from her name. The latter stems from Valetudo, the Roman equivalent for the goddess of personal health. Moreover, Valetudinaria were the names of the hospitals created by the Romans for the care of sick slaves, gladiators and soldiers around 100 B.C.

Hygeia was represented as a virgin dressed in a long robe, with the expression of mildness and kindness, either alone or grouped with her father and sisters. Her attribute is a serpent, which she is feeding from a cup. Although she is originally the goddess of physical health, she is sometimes conceived as the giver or protector of mental health, and was also identified with Athena, surnamed Hygeia.

Panacea<sup>9</sup>, another daughter of Asclepius, was the goddess of universal remedy who used a potion with which she was able to cure the sick. While her sister Hygeia was considered the goddess of preventative medicine, Panacea was the goddess of healing. From her name derives the concept of the panacea in medicine, that is, a substance meant to cure all diseases. This concept is used even in literature and the term panacea is used to refer to any solution to solve all problems related to a particular issue.

According to the Bible, diseases and healing occurred as an act of God's will, therefore the idea according to which evil spirits were the causes of diseases was totally disregarded. The Bible does not say much about physicians, instead there are some records of saint-physicians. Among these, Saint Luke is the most known.

Saint Luke the Evangelist is one of the Four Evangelists and authors of the canonical gospels. He is mentioned briefly in the New Testament and in the Pauline Epistle to the Collosians he is referred to as a physician, "Luke, the beloved physician"<sup>10</sup>. Saint Luke is thought to have been both a physician and a disciple of Paul. Nowadays, he is venerated as the patron of physicians and surgeons. The Gospel according to Luke is the gospel of the poor and of social justice and it describes more miraculous healings than the other three Gospels. It is Luke who tells the story of Lazarus and the Rich Man who ignored him. Throughout his gospel, Jesus takes the side of the sinner who wants to return to God's mercy.

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<sup>9</sup> C.A., Meier, in *Healing Dream and Ritual: Ancient Incubation and Modern Psychotherapy*. Einsiedeln: Daimon Verlag, 2009, p. 34.

<sup>10</sup> R. Strelan, in *Luke the Priest: The Authority of the Author of the Third Gospel*. Ashgate, 2013, p. 57.

Another saint that is associated with healing is Saint Panteleimon. He was born in 284 A.D. to a pagan father and a Christian mother. His birth name was Panteleon, which meant “like a lion in all things”. His mother wanted to raise him as a Christian, but she died when he was young. Thus, his father sent him to a pagan school where he became interested in medicine. The Christian faith was secretly taught to him by a Christian priest named Hermolaos.

It is said that one day, Panteleon saw a child bitten by a snake on the street. The child died and the snake was coiled nearby. At that moment, Panteleon prayed to God to bring the child back to life. In front of his eyes, the child came back to life and the snake lay still and died. That was the moment from which Panteleon became a follower of Christ and was baptized by Hermolaos, taking the name Panteleimon, which meant “all merciful”<sup>11</sup>.

From that moment, he promised God to spend his life helping the sick, the suffering and everyone in need. He cured everyone who came to him in the name of Jesus Christ, refusing any payment. His charity and skill soon spread and people chose to come to him for healing rather than to the many pagan doctors.

Being jealous and feeling threatened, those doctors denounced Panteleimon to the emperor Maximian as being a protector of the Christians. Maximian considered Christians to be the enemies of his rule because they did not worship the pagan gods. The emperor tried unsuccessfully to persuade Panteleimon to deny his faith, but Panteleimon, wanting to offer Maximian a chance to see the true faith, asked that an invalid should be brought to the royal court. In front of everyone gathered there, Panteleimon healed the person in the name of Jesus Christ. He died on 27<sup>th</sup> July 304 A.D.

Saint Spyridon was also known for healing the sick. He was born in 270 A.D. on the island of Cyprus. He was a shepherd, he was married and had children. They lived from the land they farmed and shared what they had with neighbours. They also offered shelter to the homeless. Spyridon had no medical training, but he could heal diseases, even those that were considered incurable. He knew that his ability was a gift from God, therefore he cured everyone seeking his help without asking them for payment. He considered healing another thing to be shared, like food and sheltering walls. Once with the death of his wife, Spyridon became

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<sup>11</sup> Klemens Löffler, in *St. Pantaleon*. The Catholic Encyclopedia. Vol. 11, New York, Robert Appleton Company, 1911, p. 34.

monastic. Some years later he was made Bishop of Tremithus, Cyprus. He continued to help his neighbours and at the same time to give pastoral care to the priests who looked to him as their spiritual shepherd.

Saint Spyridon surprised everyone while explaining the Holy Trinity when he attended the Council of Nicaea. Nobody expected an uneducated man to be theologically eloquent. Saint Spyridon grasped a brick and squeezed it. At that time, it was commonly believed that bricks were composed of fire, earth and water. As Spyridon squeezed the brick, its three simple elements showed themselves in a miraculous way: water dripped from the brick to the ground, fire blazed from the brick's top and the earthen part crumbled into dust. Then, Spyridon concluded "The brick has three elements, but it is only one brick. Our God is known to us in three Persons, but He is only one God".<sup>12</sup>

Saint Anastasia, also known as Deliverer from Potions or Anastasia the Pharmakolytria, is a martyr who suffered in the name of Christ during the time of Diocletian's Christian persecutions. She was born of a pagan father and a Christian mother who secretly raised her with Christian values. During Diocletian's persecutions, Anastasia visited prisons and cared for Christian prisoners by feeding them, healing their wounds, relieving their pain and even ransoming the suffering captives. She was given the title "Deliverer from Potions,"<sup>13</sup> because she would often heal many from the effects of poisons and potions. St. Anastasia is celebrated on 25<sup>th</sup> December and is the patron saint of martyrs, weavers and those suffering from poison.

Nectarios is another saint known for healing the sick. He was born on 1<sup>st</sup> October 1846, in Selymbria in Thrace, in a poor family, being one of the six children that were raised according to the teachings of the Church. He is considered a saint not only for the humble and pure life which he lived in prayers, but also for the miracles he performed after his death. Saint Nectarios died following hospitalization for prostate cancer on the evening of 20<sup>th</sup> November 1920. The first miracle was made immediately after his death. One day, while preparing Saint Nectarios' sacred tabernacle for the transfer to Aegina for his burial, a nurse accidentally threw his shirt on the neighbouring bed of a paralyzed man. The paralytic

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<sup>12</sup>Alexander Kazhdan, Ševčenko, Nancy Patterson *Spyridon*. In Kazhdan, Alexander (ed.). *The Oxford Dictionary of Byzantium*. Oxford and New York: Oxford University Press, 1991, p. 1940.

<sup>13</sup>J.P., Kirsch in *St. Anastasia*. *The Catholic Encyclopedia*. Vol. 1. New York: Robert Appleton Company, 1907, p. 67.

immediately healed and he arose out of the bed glorifying God's name. Many other miracles have been attributed to his intercession, especially cases of cancer or other diseases being cured.

As it has been shown, the healing of people was attributed both to healer-gods and saints. This article has shown that there was a very long period in human history when science, witchcraft and superstition were closely connected and conflicted. Thus, magic and medicine were the two sides of the same coin, a process run by the healers of those times. Although there have been many attempts to develop ways to treat diseases and heal injuries, these have always been attached to religion and the supernatural. Therefore, by going to healers, temples dedicated to god-healers or saints, people prayed and witnessed miracles. Nowadays, even if miracles are not that common, people keep their faith both in doctors and saints or God and go to them with the same hope: that they will be healed.

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# HOMOSEXUALITY - THE SIN RAISED TO THE DEGREE OF VIRTUE

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**Abstract:** *Homosexuality, from an Orthodox perspective, falls into the category of sins, the root of the condemnation of this sin having its basis in certain scriptural texts. However, the theological and pastoral approach to homosexuality within the Orthodox Church is a taboo subject. On the one hand, there is a lack of work and studies that clarify how to relate to homosexuals in a parish; on the other hand, the testimonies of homosexuals and the problems they face as members of the Orthodox Church are also missing. The current study examines some of the most important Orthodox contributions on homosexuality, the challenges, and the possible answers they raise.*

**Keywords:** *homosexuality, sexuality, sins that cry to Heaven, pastoral work within the Orthodox Church, acceptance, virtue.*

## The concept of homosexuality

Homosexuality has been placed among the deadly sins, namely the sins that cry out to Heaven. "The sins that cry out to Heaven are those that call for their punishment while they are still in this world, that evil may be defeated and that the evils that flow from them may be restrained. These are grave sins against our neighbor and society, and they are also severely punished by the laws of society. There are sins that are against the natural and social order and, through them, harm human dignity and society".<sup>1</sup>

Thus, along with the sins directed against the social instinct (murder, oppression of widows, orphans and the poor or stopping the payment of workers) and disrespect for parents, among the sins calling to Heaven are also listed the sins against the sexual instinct. It refers to the "iniquity of the Sodomites," which means any injury against human nature, as well as the deliberate prevention of the conception of babies. It is so called because it was practiced by the inhabitants of the cities of Sodom and Gomorrah, cursed and destroyed by God (Gen. 18.20 and 19.13). Like

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<sup>1</sup> Nicolae Mladin et al. (eds.), *Orthodox Moral Theology*, vol. 1: *General Morale*, 2<sup>nd</sup> edition, Alba Iulia 2003, p. 439.



crime, sodomy harms the law of conservation of species and of the individual".<sup>2</sup>

How current is such a perspective on homosexuality? Does it correspond to the pluralistic spirit of today's world? Should a new perspective on gender be re-established in the Orthodox Church, not so much as a response to the external challenges of society, but as an internal need to discuss sexual issues again? Or, finally, is there an irreducible incompatibility between the traditional vision, of patristic inspiration, expressed by Orthodox theology, and the progressive vision, expressed by other Christian denominations? It is not an easy task to find answers to the above questions. For many authors, the Orthodox position is an outdated, conservative position, reflecting an uncompromising (and sometimes political) ecclesiastical authority toward homosexuals. This would be true regardless of the region, an aspect perpetuated to this day.<sup>3</sup>

### **"The Invisible Face of Homosexuality": An Orthodox Approach from a Psychotherapeutic Theology Perspective**

The title of this subchapter is at the same time the title of a book written in collaboration by two Orthodox writers.<sup>4</sup> As mentioned, the volume is a "new warning for the Romanian people, but also for the rest of the world." The volume is "an exceptional monograph on the phenomenon of homosexuality and the pro-homosexual movements of the last four decades", which "through careful documentation, reveals scientific facts that blow up the whole ideological edifice on which the propaganda of homosexuality is based today".

Throughout the presentation, the authors aim to dismantle the ten "scientifically claimed" myths about homosexuality: 1. People are born gay; 2. Sexual orientation cannot be changed; 3. Efforts to change sexual orientation can harm homosexuals and are immoral; 4. Homosexuals

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<sup>2</sup> *Ibidem*, p. 440.

<sup>3</sup> Voichița Năchescu, "Hierarchies of Difference: National Identity, Gay and Lesbian Rights, and the Church in Postcommunist Romania", in: Aleksandar Štulhofer, Theo Sandfort (eds.), *Sexuality and gender in postcommunist Eastern Europe and Russia*, New York 2005, p. 57-77 (this collective volume offers data about Russia and other eastern-european countries, as it is Serbia); Adela Moraru, "Social Perception of Homosexuality in Romania", in: *Procedia – Social and Behavioral Science* (5/2010), p. 45-49; Viviana Andreescu, "From Legal Tolerance to Social Acceptance: Predictors of Heterosexism in Romania" in: *The Romanian Journal of Sociology* 22 (3/2011), pp. 209-231.

<sup>4</sup> Virgiliu Gheorghe, Andrei Dîrlău, *The Unseen Face of Homosexuality*, Bucharest, 2014.

represent 10% of the population; 5. Homosexuals do not suffer from mental disorders to a greater extent than heterosexuals; 6. Homosexual behavior is not dangerous to physical health; 7. Children raised by homosexuals do not differ from other children raised by homosexuals; 8. Homosexuals do not molest children to a greater extent than heterosexuals; 9. Homosexuals are severely disadvantaged and discriminated against in society; 10. The homosexual relationship is the same as the heterosexual one, only the sex of the partners differs.<sup>5</sup>

Moreover, this phenomenon is more complex than some researchers allow to be understood. Then another question arises: is there no scientific research to justify, from a theological point of view, other perspectives on homosexuality than the one currently prevalent? If so, the book becomes extremely relevant to the traditional Orthodox position, as it proves that this position is not outdated, an ideology that emerged somewhere in the medieval obscurantist era and refuses to disappear. Going further down this path does not mean being unrealistic. The traditional Orthodox hermeneutic line is not in opposition to the facts of reality - but these facts are made "invisible" by the postmodern worldview, where homosexuality is no longer a sin, but a natural state, a right of a changing society.<sup>6</sup>

In short, the orthodox theological view of homosexuality - which will be presented below - reflects a biblical-patristic-inspired anthropology. In such a hermeneutic line, the main text against homosexuality is the very text about the creation of woman (Gen. 2.21-22): if it was not good for a man to be "alone", then communion is achieved by making a woman, not another man. This text has as a corollary another text: "What God has joined together, let not man put asunder" (Matthew 19: 6). The mystery of marriage, as the exclusive union between a man and a woman, remains indisputable in Orthodox theology, although the biblical texts mentioned - like many others - can be interpreted in other ways (contextual, gender and so on). But for Orthodox theology, anthropology possesses a character

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<sup>5</sup> Virgiliu Gheorghe, Andrei Dîrlău, *The Unseen Face of Homosexuality*, Bucharest, 2014, pp. 17-20.

<sup>6</sup> Kurt Freund, Robin J. Watson, "The proportions of heterosexual and homosexual pedophiles among sex offenders against children", in: *Journal of Sex & Marital Therapy* 18 (1/1992), pp. 34-43; K. Freund et al., "Pedophilia and heterosexuality vs. homosexuality", in: *Journal of Sex & Marital Therapy* 10 (3/1984), p. 193-200; K. Freund et al., "Heterosexual aversion in homosexual males", in: *The British Journal of Psychiatry* 122 (567/1973), pp. 163-169.

of revelation indisputable, unchangeable, unadaptable to the needs of society.

### **The Christian faith perspective on homosexuality**

The book, written by Thomas Hopko,<sup>7</sup> deals with how homosexuality is viewed from a contemporary Orthodox perspective: from those who believe in the "final solution" to extermination (literally evoking the Sodom episode), to those who see homosexual pride and the legitimizing status of homosexual couples that they pass the "supreme test" in the name of freedom of expression and democracy. "The whole of Christ" (*Totus Christus*) includes both Jesus Christ and His Body - the whole Church, with saints and sinners alike - and, it may be added, with homosexuals, inclusive. They fall into the category of sinners, because, according to the Orthodox view, the legitimate sexual relationship is only the relationship between a man and a woman (later transfigured into the relationship between Christ as bridegroom and his Church as bride, see Mk 2:19; Jn 3:29 or Rev. 21.9). The phenomenon of same-sex attraction is only due to rebellion against God, because He does not make people homosexual.<sup>8</sup>

The cause of passionate relationships - which include, but are not limited to, homosexual relationships - is a passionate desire that distorts the natural impulses of human nature. Therefore, sexual passions - either hetero- or homosexual - are evil, being exclusively selfish. In the case of same-sex sex, they cannot express and shape human relationships according to God's will. And again, according to Orthodox teachings, love can be faithfully expressed and fruitfully realized exclusively through the sexual activity of complementarity and life-giving communion between a man and a woman, following the analogy given by Christ, who becomes one body With His Church (Eph 5.21-33).<sup>9</sup>

The biblical text in the book of *Romans*, chapter 1, verses 18-32, shows that men need women to fulfill their humanity and vice versa.<sup>10</sup> However, these "needs" are not excessive desires, so that one can satisfy his

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<sup>7</sup> Thomas Hopko, *Christian Faith and Same Sex Attraction*, 2<sup>nd</sup> Edition, Chesterton 2015. See the Romanian edition: *Homosexualitatea: o abordare ortodoxă*, foreword by Mihail Nemțu, trans. by Marian Rădulescu, Oradea 2009, We will use during the following pages the Romanian version.

<sup>8</sup> *Ibidem*, p. 41.

<sup>9</sup> *Ibidem*. p. 51.

<sup>10</sup> There can be, of course, other interpretations to this text - as generally referring to the sin against God and the various shapes it may take.

passionate impulses. As paradoxical as it may seem, having loving desires for people of the same sex is not reprehensible; on the contrary, what is reprehensible are exclusively sexual thoughts and bodily desires towards other people, even towards heterosexual people.<sup>11</sup>

What happens then to those who have "always" felt a sexual attraction to people of the same sex? This is actually the case, and even if people do not choose their feelings or sexual orientation, they may choose to fulfill or oppose them when they are sinful. On the other hand, there are those who engage sexually with people of the same sex not because of imperative impulses, irresistible attractions, but for other reasons: out of curiosity, boredom, revenge, rebellion, for sexual satisfaction or to make a political statement, of social adhesion to postmodern society.<sup>12</sup>

To believe in God means to freely choose to follow God's will, even against the call of your nature. Believers consider themselves dependent on divine love, which commands them to be and behave in a certain way, to do certain things, and to reject others. From this perspective, believers do not "choose" their professions and do not "decide" on their actions, including those related to sexual behavior.

Are same-sex sexual orientations God's will? An appropriate answer would involve a definition of what "God's will" means. Countless times in history it has been seen that God's essential goodwill to mankind has manifested itself as a providential mercy. In other words, God only wants the good for the human being he has created and loves. However, love cannot be manifested, but in freedom. Even though the human being chooses an opposite path to the divine path, God continues to love his creatures (see the parable of the prodigal Son). Holy Scripture mentions how God allowed evil for His providential purposes. Only in this sense could it be said that homosexuality is, for some people, the "will of God." Due to man's sinful nature, homosexual desires and passions are "looked upon with mercy" or "tolerated" by God and are not categorically "desired" by Him. "According to this perspective, the attraction of homosexuals in its perverted form, including the desire to have sex with people of one's own sex is a providential cross that deserves to be worn and not a divine gift worthy of gratitude.

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<sup>11</sup> Thomas Hopko, *Christian Faith and Same Sex Attraction*, 2<sup>nd</sup> Edition, Chesterton 2015. See the Romanian edition: *Homosexuality: an orthodox approach*, foreword by Mihail Nemeșu, trans. by Marian Rădulescu, Oradea 2009, p. 62.

<sup>12</sup> It is still debatable to what extent one may impose abstinence to a great number of people, as long as it represents a personal gift from God.

In saying this, we must remember again that love between people of the same sex, when properly experienced and purely expressed, is always a sacred gift in the name of God. Such love is a necessary, normal, and natural part of God's essential goodwill for mankind. When such love is lacking or, voluntarily or involuntarily, is violated, concupiscent desires of the same sex arise that must be recognized and treated as such as part of God's providential permission for those concerned.<sup>13</sup>

Is the above perspective consistent with the teachings of the gospel? And if so, do they reflect God's true will? Quoting some contemporary authors,<sup>14</sup> Thomas Hopko reminds us of the view that the teaching that rejects homosexual relationships is an ignorant and false teaching, which was invented and imposed to maintain control over "others." However, accepting such a doctrine would presuppose the rejection of God's essential goodwill toward all mankind, ultimately rejecting Christ Himself. In no case can we speak of a homophobic patriarchal domination that would require an emancipation of the Bible from "fundamentalist stereotypes". Hopko emphasizes that refusing to consent to homosexual impulses is an extraordinary opportunity to follow Christ and share in His passions for salvation. The path to holiness is thus open not only to heterosexual people, but also to homosexuals.

On the other hand, this path includes the way in which the effects of original sin are highlighted; personal ascetic needs and a spiritual life that is lived under the guidance of improved spiritual parents are needed. The practice of asceticism in order to obtain virtue is something to be accomplished for the whole of existence, praying to God not to be tempted beyond their powers (see 1 Cor 10:13, 2 Cor 12: 5-10).

Biblical texts are interpreted according to Orthodox dogmas, clearly rejecting homosexuality. Along with the "classical" texts, such as the episode from Sodom and Gomorrah (Gen. 19: 1-26) or the passage from the Epistle of St. Paul to the Romans, we must also mention scriptural texts from Lev 18-21 or Jude 7. And these texts are a testimony indirect that the true love relationship is that between a man and a woman. As for those who are attracted mainly or exclusively to people of the same sex, they will have to

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<sup>13</sup> Dawn Fisher, "Adult Sex Offenders: Who are They? Why and How Do They Do It?", in: Tony Morrison et al. (eds.), *Sexual Offending Against Children*, London 1994, p. 11.

<sup>14</sup> Robert Goss, *Jesus Acted Up, A Gay and Lesbian Manifesto*, San Francisco 1993; Carter Heyward, *Touching Our Strength, The Erotic Power and the Love of God*, San Francisco 1989; Elisabeth Steward, *Gay and Lesbian Theologies, Repetitions with Critical Differences*, Burlington, 2003.

try and pray to find and subsequently develop deep and lasting same-sex friends without erotic sex. Same-sex marriage is in no way accepted. In the Bible, the verb "to know" denotes sexual intercourse; when two people "know" each other, a psycho-spiritual connection is created between them, which affects their lives in a radical way, but the blessed "known" physically takes place only when married men and women have sex according to the order of love given to us by God. All other types of "knowledge" are contrary to the divine spiritual life. They do not give life, but they necessarily lead to discontent, unhappiness and death.<sup>15</sup>

Just as it rejects same-sex marriage, the Orthodox Church also rejects the adoption of children by gay and lesbian families. Unmarried people, who nevertheless have sex (sometimes even multiple), should in no case be allowed to adopt or care for children. People of the same sex who care for children should not present themselves as the "parents" of children, regardless of the nature and type of their sexual relations. The Orthodox Church also rejects any means of conception by gay men or lesbian women that would lead to the birth of children, either from known or unknown donors. However, if such means of procreation are used, Orthodox have a duty to love and care for children who are thus born with the same love and care they owe to all people in Christ and the Holy Spirit.<sup>16</sup>

The Orthodox Church does not consider that, through these prohibitions, it could have been against the fundamental rights of men and women who have a homosexual orientation. It is true that these people interpret in almost all cases the rejection of recognizing a "civil communion" or a "family partnership" as an expression of hatred, contempt and discrimination.<sup>17</sup> This association can be tolerated by Orthodox, but cannot,

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<sup>15</sup> All these biblical texts can also be interpreted in another "key", such as a contextual key. For example, one may say about Sodom and Gomorra that these texts do not condemn homosexuality, but sexual abuse, rape. In what concerns the interpretation of the most known New-Testamentary text against homosexuality (Rom. 1, 26-27), see Jeramy Townsley's study "Queer Sects in Patristic Commentaries on Romans 1:26-27: Goddess Cults, Free Will, and «Sex Contrary to Nature?»", in: *Journal of the American Academy of Religion* 81(1/2013), pp. 56-79.

<sup>16</sup> *Ibidem*, p. 103.

<sup>17</sup> Some of these false interpretations are discussed by Vigen Guroian, *Homosexuality & Same Sex Union*, New York 2007; "Let No Man Join Together: An Orthodox Christian View of a Beseiged Sacrament", in: *Touchstone: A Journal of Mere Christianity*, January/February 2011,

<http://www.touchstonemag.com/archives/article.php?id=24-01-028-f> accessed 30 September 2016; "If Love Has Won, Has Marriage Lost? An Orthodox Response to

in any case be blessed in the same way that one blesses the communion between a man and a woman through the Holy Sacrament of Marriage.<sup>18</sup> According to Orthodox theology, marriage was conceived, from the very beginning, as the union between a man and a woman in order to become "one flesh" in God. Its purpose is to express the finality of man, by integrating the two sexes into divine love. Added to this is procreation, the founding of a family, the salvation of the soul, the service of others, the sanctification of the world, and, above all, the glory of God.

The ritual that is still preserved in some Orthodox churches, that of the "Brotherhood" (adelphopoesis) was not and is not the equivalent of religious service for "same-sex marriages"<sup>19</sup>. People who are united through such a connection do not have sex -erotic and can be married to other people outside the fraternity. The reason behind fraternal communions is spiritual in nature, sometimes legal or practical.

The fact that the HIV / AIDS pandemics, which are devastating the world today, causing the death of millions of people, is closely linked to sexual activity, is a reality that Orthodox theologians cannot ignore<sup>20</sup>. This aspect also raises the issue of life and death for today's man. Orthodox theology, despite what some might believe, does not oppose man's experience, not even his sexual experience. It is equally true that in orthodoxy one can find a sectarian attitude - "we are the good ones" and "the others are the bad ones". The fanatic will always try to save the other, even against his own desire to be saved. The risk is that such a person does not even consider the possibility that he may be wrong in any way

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Obergefell v. Hodges", <http://www.aoiusa.org/if-love-has-won-has-marriage-lost-an-orthodox-response-to-obergefellvhodges1/> accessed 30 September 2016.

<sup>18</sup> Among the most recent orthodox contribution to articulating a theological vision upon marriage see: Theodore Grey Dedon, Sergey Trostyanskiy (eds.), *Love, Marriage and Family in Eastern Orthodox Perspective*, Piscataway 2016; David C. Ford et al. (eds.), *Glory and Honor. Orthodox Christian Resources on Marriage*, New York 2016. As references for the patristic commentaries regarding the Sacrament of Marriage are, especially at St Ioan Hrisostom, in: David C. Ford, *Women and Men in the Early Church, The Full Views of St John Chrysostom*, South Canaan 1994; Archpriest Josiah B. Trenham, *Marriage and Virginity According to St. John Chrysostom*, St. Herman of Alaska Monastery, 2013. Among modern orthodox theologians, one may recall John Meyendorff, *Marriage. An Orthodox Perspective*, New York 1975; Philip LeMaters, *Toward a Eucharistic Vision of Church, Family, Marriage, and Sex*, Minneapolis 2004. In the Romanian theological area: Ilie Moldovan, *Teologia Iubirii* 2 vol., 2<sup>nd</sup> Edition, Alba Iulia 2014.

<sup>19</sup> There are, nevertheless, authors that go into this direction: Stephen Morris, "When Brothers Dwell in Unity": *Byzantine Christianity and Homosexuality*, Jefferson, 2016.

<sup>20</sup> Genoveva Tudor (ed.), *Homosexuals' Diseases*, Bucharest, 2005.

that he may never be in a good state for dialogue. These types of people never listen, they never talk, they are never at peace with themselves and the rest of the world. Considering themselves empowered by a special call from God, these people always lead a crusade in a war that they - they, not God - must win by any means.

The true meaning of Orthodox believers does not lie in their ability to judge others for something (Matthew 7: 1-5). Full of love, they should consider themselves a gathering of sinners, ready to be the "anathema" of Christ for the salvation of their brothers and sisters, regardless of their sexual orientation. They must know that no one is infallible, that every man must be ready to listen, to accept to be corrected, and to repent of his sins. Therefore, homosexuality is a problem that must be healed inside the Church and not outside it.<sup>21</sup>

Marginalized by the communion of the Church, people with homosexual desires and passions leave the Orthodox Church to join other denominations, in which homosexual behavior is considered to be compatible with faith and love. Of course, strong Orthodox attachment to liturgical rituals and strict moral rules are rejected here, considered to show little respect or even contempt for others. But the prohibition of someone from sacramental communion in the Church, as a consequence of rejecting the Church's teaching on the Christian faith and life, has a therapeutic meaning, not a punitive one.

Therefore, Orthodox people who are attracted to people of the same sex in order to be victorious in this "unseen war" they are waging are necessary to reveal their sexual feelings to their spiritual parents (clergy). Equally, it is crucial that Church priests be honest Christians, lovers, and fellow sufferers, aware of their own mistakes, repenting of their own mistakes, and striving to fight their own sins. "On behalf of pastors, parents, counselors and friends, a strong will is needed to stand with those attracted to people of the same sex to continue with them to the end. Such pastoral care requires constant testing of the confessor's faith and love, his refusal to condemn others, and his willingness to sacrifice his life for others to live. It also requires - in the name of Christians attracted to people of the same sex - love and patience for their confessors, to be obedient to them, to pray earnestly to serve them well, and to do them no harm."<sup>22</sup>

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<sup>21</sup> *Ibidem*, p. 112

<sup>22</sup> *Ibidem*, p. 137.



Effective counseling requires first and foremost that clergymen abandon all stereotypes about homosexuals. They must see in every human being a unique person, with his genetic heritage and his personal past. They need to recognize the complexity of sexual issues in general and those related to homosexuality in particular. They must also resist the temptation to oversimplify things and avoid being overconfident in their assessments.

Spiritual priests, during their pastoral activity, must be open to dialogue. He must always begin with prayer so that he can ask and listen as appropriate and never through preaching, teaching, prophecy, or judgment. They will not enter into controversies or contradictory discussions, but will try to establish a relationship based on communion and mutual understanding, because only in such a context the person who confesses can speak freely, without fear of consequences. In the end, both the confessor and the priest are nothing more than brothers in asceticism, seeking the same thing, namely the will of God, in the concrete context of their lives.

### **Accepting people of the same gender - an orthodox perspective**

How do we relate to homosexuals? Specifically, what would be the correct approach from a pastoral perspective, for their "recovery"? Hieromonk Savatie Bastovoi tried to answer these questions in an article that had a large circulation on Orthodox sites<sup>23</sup>. Before presenting this author's argument, I emphasize the following: in my opinion, from the point of view of theological argumentation, of the attempt to understand the phenomenon of homosexuality "from within", the book written by priest Hopko is superior to that of the hieromonk Bastovoi<sup>24</sup>.

First of all, the tough position, as it is presented in an article published by the Romanian newspaper - Scara, is rejected<sup>25</sup>. Here were mentioned some of the methods of "fighting" homosexuality: the stoning to death mentioned in Leviticus, the harsh laws (Rule) of the Romanian ruler Vasile Lupu (1595-1661), which also provided for the burning of the bodies of those who had been killed for this sin..

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<sup>23</sup> Bio-bibliographical data on hieromonk Savatie can be found at <http://savatie.trei.ro/despre.htm> accessed September 8th, 2021.

<sup>24</sup><http://acvila30.ro/ierom-savatie-bastovoi-scrisoarea-ii-despre-sansele-derecuperarealehomosexualilor/> accessed September 8th, 2021. It has been published in the sixth edition of Savatie Bastovoi, *Între Freud și Hristos*, Bucharest 2008, pp. 92-102.

<sup>25</sup> The text is partially available online: <http://acvila30.ro/despre-homosexuali-in-contextullumii-contemporane/> accessed September 7th, 2021.

Moving away from this position, the author shows that the pastoral approach to homosexuality must be a spiritual one. To do this, homosexuality must be rightly understood: is it a disease? A sexual preference? A consequence of education or psychological and emotional accidents through which some may suffer at some point in life?

Bastovoi's answer is this: homosexuality is not a disease, it cannot be inherited, but there is the possibility of "orientation towards perversion in general". Without giving any example, he considers the activation of this potential as a result of an "artistic inclination", a certain "sensitivity": "Almost all the great names in modern art and literature have been either homosexuals, pedophiles, zoophiles, or all of them together"<sup>26</sup>. Homosexuality - like pedophilia or zoophilia - goes from potential to action, due to the negative influence exerted on young people by erotic objects, such as movies, literature and journals that have erotic content. On the contrary, even if they can never be completely uprooted, these unnatural inclinations can be "postponed" by abstinence, by asceticism. The ascetic struggle thus reveals its greatness - although sin is specific to fallen human nature, man finds the power to rise above nature.<sup>27</sup>

An ascetic principle, formulated by the Holy Fathers, states that "passion makes what a sexual object has at hand." Therefore, the chances of homosexual activity are higher in prisons, armies, even in monasteries. This is the reason why Saint Basil the Great recommends in his rules that the brothers do not shake hands when greeting each other. These measures of extreme caution were aimed at eliminating any temptation. Following the same principle, the community of monks on Mount Athos forbids not only the access of women, but also of young people (Saint Nile on Mount Athos compares the entry of a beardless young man into a community with embers falling on a new dress). Savatie Bastovoi considers that these warnings are correct due to the universal presence of a homosexual potential in fallen human nature<sup>28</sup>.

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<sup>26</sup> Bastovoi, *Between Freud and Christ*, Bucharest 2008, p. 95.

<sup>27</sup> *Ibidem*, pp. 97-98.

<sup>28</sup> "Therefore, those who know the Orthodox asceticism and have reached certain spiritual heights know that no man can say that he never had homosexual, pedophile or other impulses. And not because he would look for them, but because the devil tempts with absolutely anything the person that leads the fight of chastity for Christ. Saint Isaac the Syrian says that, if anybody says that he or she does not have dirty thoughts it means that he or she commits them in act. It is another thing whether due to the barbarity of his passions he does not see these low impulses that even the most wonderful of the ascetics

Taking as a starting point these theoretical aspects, some pastoral principles are elaborated to be taken into account when interacting with homosexual people. First of all, we need to know that these people are capable of suffering a lot. Because they are in permanent opposition to the world, with its norms, these people live with the complex of being isolated, expelled from the society of "normal" people, they go through the experience of being "different". This isolated existence itself can paradoxically lead them to know more about Christ - a "God who is not of this world," who calls us to take up our cross and follow Him. At the same time, it is Christ who said that He did not come for the righteous and the healthy, but for sinners and the sick. Therefore, the opportunity to convert and return to the natural state is enhanced.

Homosexuals who "live" this condition in all its depth, can find resources by striving to get out of the sinful state and live life in Christ. There is also a big difference between the homosexual in Socrates' Greece and a modern homosexual. While a Greek at that time was homosexual only for pleasure, today the homosexual lives his condition as an existential commitment, as a drama. He actually assumes this condition in a world that he considers to be condemned, he demands the right to have a family, to be accepted, even the right to have a church. He does not live homosexuality as a pleasure, but he is also aware of all his sufferings. He accepts these sufferings, even more so, he sacrifices himself<sup>29</sup>.

The role of the Church is to help and guide. Its members must show compassion towards homosexuals, but not as shown towards incurable or dead patients, but towards potentially curable people. It is a sin against divine love to believe that one has no chance of salvation. As long as there is time for repentance, any sin can be forgiven. Man's will must be exercised to overcome the sins of life, despite their nature. For some people, homosexuality is not a capital sin, but anger, greed, or smoking. Despite what some might think, even in the case of holiness there are aspects that go beyond the usual norms. "Christianity is not just a religion of normalcy, of good manners - emphasizes Savatie Bastovoi.

Is homosexuality then confined to the blatant sins of Heaven, which some moralistic theologians claim cannot be forgiven? The answer refers to the relationship that each person has with God, committing sin and

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of Christianity blamed them upon themselves. If we were truly clean we would see that we are not sheltered from them either." *Ibidem*, p. 100.

<sup>29</sup> Bastovoi, *Between Freud and Christ*, Bucharest 2008, p. 103.

evaluating it, taking into account the person and the circumstances. Then the pyramid changes: "all the sins for which we do not repent are serious, even if they may seem insignificant, and on the contrary, all the sins for which we have repented are no longer serious, even if they seem terrible.

Why does homosexuality seem to be in a constant struggle with the Orthodox Church? Savatie Bastovoi answers: "We fight homosexuality not because it is a moral deviance, but because it keeps us away from Christ." From this point of view, homosexuals are abnormal, "because they do not tend to resemble Christ<sup>30</sup>.

### **Conclusions**

The conclusion reached is the following: so we are all sick: we all need correction. And if homosexuality is a more serious sin, it does not mean that Christ does not forgive this sin as easily as he forgives gossip, say, even if a homosexual will be accepted after a longer time in communion. What makes the difference here is God's infinite love for His creatures, but also the repentance of the sinner and his sincere desire to be corrected. It is not sin itself that is problematic. The words of Christ: "Your sins are forgiven, son!" addresses any kind of sin. The problem is elsewhere: how long the sinner will repent and especially if he is aware of the state of sin in which he is.

Here, in fact, the spiritual crisis of those in contemporary society is highlighted: people become so accustomed to the state of sin, whatever it may be, that it elevates it to the rank of virtue and considers it a right that must be respected by all others.. From here derives practically the state of conflict between the Church (which defends moral values) and the LGBTQ communities that only publicly confess the state of sin in which they find themselves, without having the conscience of repentance.

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<sup>30</sup> *Ibidem*, p. 105.

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# APPLICATION OF AGENDA SETTING, MEDIA DEPENDENCY, AND USES AND GRATIFICATIONS THEORIES IN THE MANAGEMENT OF DISEASE OUTBREAK IN NIGERIA

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**Abstract:** *Coronavirus is a severe and prevalent disease. It has influenced a wide range of social areas, including the media and society. The media has proven to be a vital resource for citizens since the beginning of the health crisis; Nigeria's vibrant mass media, which includes over 200 radio stations, 150 television channels, and approximately 350 print (newspaper) outlets, has remained a force to be reckoned with and has been faithful to its social responsibilities as the realm's fourth estate. During the Coronavirus outbreak, this led to the media surfacing responsibility, Media dependency, uses and gratification and agenda-setting theories have all helped the press fulfil its role effectively. In conjunction with a secondary data collection method, qualitative research was adopted in this study, which reveals that individuals tend to rely more on the media in catastrophes or crises to alleviate their anxiety or confirm their fears. The study examined the three theories as applied during the coronavirus pandemic by the Nigerian media. This study suggests that media coverage of the Coronavirus has been beneficial in raising knowledge about safety and preventive measures, ultimately flattening the curve and limiting the infection's spread.*

**Keywords:** *Media, Nigeria, Coronavirus, Responsibility, Outbreak, Pandemic, Dependency, Gratification, Agenda.*

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## Introduction

Media has long been a powerful tool for shaping our perceptions of the world. In times of crisis, the media have a critical role in informing the public about the situation, calming the masses, and encouraging them to take reasonable action, and this defines the part of media reliance. The media are potent tools for influencing health behaviours related to viral transmission and illness<sup>1</sup>. Disease outbreaks have plagued humanity throughout history, affecting the course of history and, in some cases, signifying the death of entire civilisations. An ancient community in China was wiped off by a disease about 5,000 years ago (3000 BC)<sup>2</sup>. The deceased was put in a burned-down house. Skeletons of kids, young adults, and middle-aged people were discovered within the residence, indicating that no age range was spared. The outbreak occurred swiftly enough that adequate graves were impossible, and the place was never inhabited again. Similarly, a five-year plague afflicted the population of Athens circa 430 BC, not long after a conflict between Athens and Sparta began.

Furthermore, the Prehistoric Epidemic (3000 BC), Plague of Athens (430 BC), Antonine Plague (165-180 AD), Plague of Cyprian (250-271 AD), Plague of Justinian (541-542 AD), the Black Death (1346-1353), Cocoliztli epidemic (1545-1548), American Plagues (16th century), Great Plague of London (1665-1666), Great Plague of London (1665-1666), Great Plague of London (1665-1666)<sup>3</sup>. Similarly, the present COVID-19 pandemic has taught us that the media's power cannot be overstated and is unavoidable in today's world<sup>4</sup>. People have trim options other than to rely even more heavily on media and media technologies to keep informed and connected due to so many people staying at home to help stop the spread of the

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<sup>1</sup>J.O., Wogu, C.O. Chukwu, and K.A. Nwafor, *Assessing the role of the media in the prevention and control of meningitis in Nigeria*. Journal of International Medical Research. Available @

[https://www.researchgate.net/publication/332426352\\_Assessing\\_the\\_role\\_of\\_the\\_media\\_in\\_the\\_prevention\\_and\\_control\\_of\\_meningitis\\_in\\_Nigeria/link/5cb4be16a6fdcc1d4997898b/download](https://www.researchgate.net/publication/332426352_Assessing_the_role_of_the_media_in_the_prevention_and_control_of_meningitis_in_Nigeria/link/5cb4be16a6fdcc1d4997898b/download), 2019.

<sup>2</sup>O. Jarus, *Twenty of the worst epidemics and pandemics in history*. Available @ <https://www.google.com/amp/s/www.livescience.com/amp/worst-epidemics-and-pandemics-in-history.html>, 2020.

<sup>3</sup> ibid

<sup>4</sup>V. Gayathri, *Covid-19 Impact over Society And Role Of Mass Media*. Available @ <http://www.legalserviceindia.com/legal/article-3272-covid-19-impact-over-society-and-role-of-mass-media.html>, 2020.

COVID-19 virus<sup>5</sup>. The media has used the media dependency theory, agenda-setting theory, and uses and gratification theory to disseminate messages aimed at slowing the virus's global spread.

The media dependency theory suggests that the length of time people spend using a given medium shows the value attributed to that medium.<sup>6</sup> Individual needs can be met through the use of a medium, resulting in dependency. This concept is relevant in the current scenario since, during the covid-19 pandemic, media viewers relied heavily on the media for health information to calm their fears. News consumption increased considerably during the Corona Virus Pandemic, emphasising the importance of media use and pleasure<sup>7</sup>. Increased Coronavirus information consumption leads to a better understanding of the virus and the adoption of preventive measures. People can learn about current events through a variety of sources. The mass media are used alone or in conjunction with other health promotion programs in Nigeria to encourage healthy lifestyle choices, especially during the Covid19 pandemic<sup>8</sup>. Because many Nigerians have access to multiple media outlets, it is simple to educate and inform the public about the virus. Following that, healthcare organisations like the NCDC used social media to notify the public about the number of positive, fatal, or recovered cases in Nigeria.

Because of the current situation, this researcher believes it is necessary to look into how the media has used the Media Dependency Theory, Uses and gratifications Theory, and Agenda Setting Theory to combat illness outbreaks. Broadcast media (e.g., television, radio), print media (e.g., magazines and newspapers), and new media (e.g., the Internet, mobile phones, search engine news sites, and other forms of social media) have all been used to communicate targeted messages about disease outbreaks, health risks, and raise health awareness. A virus cannot be cured, but it

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<sup>5</sup> E.S, Nwakpu, V.O. Ezema, and J.N. Ogbodo, *Nigeria media framing of coronavirus pandemic and audience response*. Available @

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7420160/>, 2020.

<sup>6</sup> D.C. Akarika, N.U. Kierian, and A.O Ikon, *Media Dependency And Information-Seeking Behaviour Of Uyo Residents During The Covid 19 Pandemic In Nigeria*. International Journal of Civil Engineering, Construction and Estate Management. Vol. 8, No. 3, pp. 1-10, September 2020.

<sup>7</sup> A. Casero-Ripolles, *Impact of Covid-19 on the media system. Communicative and democratic consequences of news consumption during the outbreak*. Available @ [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3594133](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3594133), 2020.

<sup>8</sup> *ibid*



can be stopped from spreading. This declaration emphasises the importance of the media in health reporting, particularly in preventing the spread of infectious disease outbreaks, which is why the goal of this study is to look into how Media Dependency, Uses and gratifications, and Agenda Setting Theories have been applied to disease outbreak control in Nigeria, using the Corona Virus as an example.

### **Disease outbreak and media Reportage**

During the 1918 Spanish influenza outbreak, news travelled slowly through newspapers due to editorial judgments; of course, word of mouth spread quickly<sup>9</sup>. In the last decade, at least three other pandemics have occurred: H1N1 virus (swine flu in 2009), Ebola virus (Ebola in 2014), and Zika virus (Zika virus disease in 2015), all of which have gotten widespread attention, thorough documentation, and significant media coverage. The coronavirus outbreak has dominated headlines in recent months because of its destructive impact on social events and human affairs<sup>10</sup>. The media's role involves informing the public about any topic that has societal implications. Coronavirus has become a worldwide problem<sup>11</sup>. Social networking platforms and websites have become increasingly common and integrated parts of culture and important national and international news transmission sources<sup>12</sup>. Together with traditional news media, these platforms and websites are the key sources of information for the general public. The media had a significant role in the coverage of the Covid-19 pandemic in Nigeria, with 14,585 pieces (as of June 2020), the highest number of publications ever reported in a disease outbreak<sup>13</sup>. More than just increasing awareness about a specific health issue or disease epidemic, the media's role in health promotion and

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<sup>9</sup> N. Gozzi, et al. *Collective Response to Media Coverage of the COVID-19 Pandemic on Reddit and Wikipedia: Mixed-Methods Analysis*. Available @ <https://www.jmir.org/2020/10/e21597>, 2020.

<sup>10</sup> T.B. Omorogiuwa, *COVID-19 and older adults in Africa: Social workers' utilisation of mass media in enforcing policy change*.

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<sup>11</sup> *ibid*

<sup>12</sup> *ibid*

<sup>13</sup> S. Smith, S. Smith, and A. Ajayi, *Content analysis of mass media reportage on coronavirus-19 (COVID-19) in Nigeria from six widely circulated Nigerian newspapers*. Available @ [www.jssshonline.com](http://www.jssshonline.com/uploadsPDF) uploadsPDF Content analysis of mass media reportage on coronavirus-19, 2020.

intervention also includes emphasising the angle or direction of reporting on that issue or outbreak<sup>14</sup>.

The mass media has provided a platform for assessing the influence of the epidemic on the economy, politics, and social lives of countries all over the world.<sup>15</sup> The Nigerian Union of Journalists (NUJ) praised her members for their efforts in documenting the pandemic, despite challenges such as a lack of sufficient and inadequate protective equipment and remuneration owed to some of their members by some employers since the disease was first reported in Nigeria.

### **Media roles during coronavirus pandemic outbreak**

The mainstream media plays a vital role in informing the vast majority of the public<sup>16</sup>. The role of the media in the fight against pandemics has been established. Information is critical for informing people's behaviour in today's digital society, but it can also be used to learn about these behaviours and the phenomena that drive them<sup>17</sup>.

Reports about an epidemic or pandemic can provide crucial information to the public, prompting people to adopt healthy practices (e.g., hand washing, social distancing) that reduce the risk of catching the disease<sup>18</sup>. The media, like healthcare officers, has worked tirelessly to keep the public informed about COVID-19's battle. Journalists have also been on the front lines, reporting on cases, death tolls, and preventative measures that the general public can take to avoid contracting the virus. The media's goal is to influence public opinion on the pandemic's spread and the preventative measures that can help limit it and educate people about it<sup>19</sup>. The mass media's surveillance responsibility requires them to monitor society and alert public members to imminent hazards, implying that the mass media's surveillance role is crucial in researching health-related media

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<sup>14</sup> *ibid*

<sup>15</sup> *ibid*

<sup>16</sup> WHO, *Mass-media campaigns (including counter-advertising)*. Retrieved from [https://www.who.int/tobacco/training/success\\_stories/media/en/](https://www.who.int/tobacco/training/success_stories/media/en/), 2020.

<sup>17</sup> *ibid*

<sup>18</sup> S. Collinson, et al.. *The Effects of Media on Disease Spread and Public Health Measurements*. Available @

[https://www.researchgate.net/publication/283492667\\_The\\_Effects\\_of\\_Media\\_Reports\\_on\\_Disease\\_Spread\\_and\\_Important\\_Public\\_Health\\_Measurements/fulltext/564bc7f308ae020ae9f84bfc/The-Effects-of-Media-Reports-on-Disease-Spread-and-Important-Public-Health-Measurements.pdf?origin=publication\\_detail](https://www.researchgate.net/publication/283492667_The_Effects_of_Media_Reports_on_Disease_Spread_and_Important_Public_Health_Measurements/fulltext/564bc7f308ae020ae9f84bfc/The-Effects-of-Media-Reports-on-Disease-Spread-and-Important-Public-Health-Measurements.pdf?origin=publication_detail), 2015.

<sup>19</sup> *ibid*

coverage<sup>20</sup>. The media had a significant role in showing the urgency of eradicating the pandemic quickly. Nigeria's Minister of Information praised the Nigerian media for bringing messages about the COVID-19 pandemic to Nigerians through media contributions in advocacy sensitisation and social responsibilities functions, according to [www.fmhc.gov.ng](http://www.fmhc.gov.ng), the Ministry of Information and Culture's official website<sup>21</sup>.

### **Media campaigns against Corona Virus Pandemic**

During the global pandemic, mass media activities were used to disseminate information about the existing and successful vaccination, pharmaceutical therapy, and social distancing methods. Every day, public health education campaigns are used to keep the public informed about current health issues. These campaigns include informative literature (such as pamphlets), posters, newspaper articles and advertisements, radio and television messages, and social media outlets (Twitter and Facebook). The use of mass media outlets has aided the dissemination of this information. According to studies on mass media campaigns and healthy behaviour, mass media campaigns have prompted positive behaviour change and even averted bad behaviour change in individuals<sup>22</sup>. Regularly, the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and a host of other healthcare organisations and publications distribute and update knowledge and guidance through a variety of internet venues<sup>23</sup>. According to WHO, in April 2020, the People's Health Foundation, in collaboration with the Ministry of Health and Sports, launched a major media campaign to promote safe behaviour during the COVID-19 crisis and strengthen solidarity with patients and medical personnel. For six weeks, the "Let's Beat COVID-19 Together" campaign aired on TV, radio, and Facebook. The mass media campaign came together momentarily when the COVID-19 crisis was placed under stringent stay-at-home orders and a curfew.

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<sup>20</sup> V.C. Gever, and G., Ezeah. *The media and health education: Did Nigerian media provide sufficient warning messages on coronavirus disease?*. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7454664/>, 2020.

<sup>21</sup> *ibid*

<sup>22</sup> *ibid*

<sup>23</sup> WHO, *Yangon uses media mix to boost solidarity against COVID-19*. Retrieved from: <https://www.who.int/news-room/feature-stories/detail/yangon-uses-media-mix-to-boost-solidarity-against-covid-19>, 2020.

The mass media has also been used to promote baseless fallacies, myths, and disinformation about illness epidemics. Since the current coronavirus disease-2019 (COVID-19) pandemic began in Wuhan, China, in late December 2019, the global media has been flooded with publications, recordings, interviews, and commentaries on the virus, its transmission, cases, recoveries, and deaths. Social media platforms positively impact public health behavioural changes and COVID-19 protection. Public health authorities have also used social media platforms to convey brief information to specific populations to promote general health awareness<sup>24</sup>. Similarly, other countries used a different media mix to raise awareness about Covid-19 and protect their people<sup>25</sup>. In reaction to the widespread use and accessibility of social media in numerous nations, a Facebook group called #LetsBeatCovidTogether was created. The media campaign was essential for interactive, instructional visuals and short films about symptoms and warnings. Videos depicting the government's efforts to combat the disease were also presented<sup>26</sup>

### **Mass media utilisation for Health Education**

It is impossible to overestimate the importance of health education in public health and health promotion by informing and training the general public about health, hygiene, and other health-related issues (Sharma and Gupta 2017)<sup>27</sup>. The mass media has long been used to promote public health, with regular broadcasts on television, radio, and newspapers exposing huge audiences to messages<sup>28</sup>. The press also creates public health programs, and the public benefits from the use of the media to promote healthy habits.

Public health promotion programmes worldwide emphasise health education to influence target audiences' health habits. As a critical social organisation, the media has a broad reach and access that can affect the public's level of health education. The media has a vital role in disseminating health information and boosting public awareness about

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<sup>24</sup> E. Al-Dmour, *Influence of Social Media Platforms on Public Health Protection against the COVID-19 Pandemic via the Mediating Effects of Public Health Awareness and Behavioral Changes: Integrated Model*, 2020.

<sup>25</sup> *ibid*

<sup>26</sup> *ibid*

<sup>27</sup> S.K. Sharma, and J. Gupta, *Mass Media for Health Education*. <https://www.researchgate.net/publication/324910020>, 2020.

<sup>28</sup> *ibid*

health issues. Through time, the press raises public awareness and informs and educates individuals, assisting in the audience's attitude and behaviour toward better health. In other words, the media has a critical role in influencing people's health-related knowledge, beliefs, and attitudes<sup>29</sup>.

The daily global updates on the coronavirus epidemic have gone viral, being broadcast on radio stations, scrolled on television screens, and shared on social media<sup>30</sup>. News organisations have also jumped on board with social media. Journalists are courting new audiences by blogging and uploading updates and articles on Twitter, YouTube, and Facebook, and news organisations are increasingly embracing social media and that getting health information and boosting learning opportunities are two more benefits of social media.

### **Media impact in curbing the spread of fake news**

Since the outbreak of COVID-19 in Wuhan, China, in December 2019, the media has assumed its social responsibility role as a gatekeeper, as advocated by German psychologist Lewin<sup>31</sup>. Gatekeeping is primarily concerned with who enters and, more importantly, who exits after following the correct processes (surveillance, monitoring and evaluation). The gatekeeper, according to masscomm.com, is the act of selecting and then filtering media items that can be consumed within the time or space given to an individual.<sup>32</sup>

According to Baum, Lazer, and Mele, humans are biased information seekers (2017). We choose the information that confirms our preconceptions. Nigeria's vibrant mass media, which comprises more than 200 radio stations, 150 television channels, and more than 350 print (newspaper) outlets, has remained a force to be reckoned with and has stayed committed to its social responsibility as the realm's fourth estate<sup>33</sup>. On the other hand, the new media has taken several steps to prevent pandemic misinformation. In July 2020, Mark Zuckerberg, the founder of Facebook, the most popular social media platform, created a section of the COVID-19 Information Center called Facts about COVID-19. Zuckerberg

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<sup>29</sup> ibid

<sup>30</sup> ibid

<sup>31</sup> N. Gilani, S.A. Waheed, B. Hussain, *Multiculturalism and Integration: Challenges, Strategies and Prospects of Students*. Integration in Educational Environment and Society. Global Social Sciences Review, 5(2), 174-181, 2020.

<sup>32</sup> ibid

<sup>33</sup> ibid

went on to say that the goal is to stop the spread of misinformation and dispel common myths reported by the WHO, such as drinking bleach to prevent Coronavirus or taking hydroxychloroquine to prevent COVID-19. To prevent fear caused by disinformation shared by and among social media users, the WHO and other public health authorities have immediately embraced social media as a means of distributing information about the outbreak to the broader public. As part of a responsible fight against misinformation, fearmongers are actively suppressed on social media sites. Experts in censorship, digital corporations have enlisted instruments to block the spread of fake news successfully. Many social media platforms, such as WeChat, are implementing fact-checking mechanisms to dispel harmful stereotypes. Twitter, Instagram, and Facebook, among other Western social media platforms, magnify credible sources. When consumers use one of these sites to search for "coronaviruses," they are less likely to encounter unfounded claims<sup>34</sup>.

### **Media Dependency theory**

The idea was first proposed in 1976 by Sandra Ball-Rokeach and Melvin DeFleur, two American communication professors. According to the concept of media dependency, residents in countries in crisis or instability are more reliant on the media for information and hence more subject to its effects. According to the media dependency theory, citizens are more likely to turn to the media for reassurance and knowledge during instability. Nwakpu et al. mentioned that one of the most basic forms of communication in this era is the media regarding the current Corona Virus pandemic. The media informs and educates the public during times of crisis. The press can both calm and urge people to take positive action and frighten and generate chaos<sup>35</sup>.

Media dependence is a two-step theory: people turn to the media for information during times of crisis, and as a result, they become more subject to the media's alleged effects on audience members. In the same way,

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<sup>34</sup> D. Brindha, R. Jayaseelan, and S. Kadeswara. *Social Media Reigned by Information or Misinformation about COVID-19: A Phenomenological Study*. An Online Journal, 2020. Available @

[https://www.researchgate.net/publication/340606796\\_Social\\_Media\\_Reigned\\_by\\_Information\\_or\\_Misinformation\\_About\\_COVID-19\\_A\\_Phenomenological\\_Study/link/5ed08ac892851c9c5e65f9ae/download](https://www.researchgate.net/publication/340606796_Social_Media_Reigned_by_Information_or_Misinformation_About_COVID-19_A_Phenomenological_Study/link/5ed08ac892851c9c5e65f9ae/download),

<sup>35</sup> *ibid*

constant reporting on COVID-19 has aided in raising knowledge about safety and preventive measures, helping to flatten the curve and limit the virus's spread<sup>36</sup>. The theory's primary focus is on the relationship between media and audiences. Individuals in industrialised and information-based civilisations rely on the media to meet various needs, ranging from information to amusement<sup>37</sup>. The Media Dependency Theory states that the more a person relies on the mass media for self-fulfilment, the more critical the media becomes to them and the more media's effects on them. According to Ball-Rokeach and DeFleur (1976), three media needs define how important press is to a person at any one time:

The importance of being aware of one's social surroundings (surveillance). In light of this reality, it is necessary to take action that is both meaningful and effective (social utility). When the world is tense, it's essential to go away from it (fantasy-escape). The usage of media dependency, for example, might be seen here when the media's role is considered as enhancing public awareness of the crisis (Corona Virus). In today's world, the media's growing reach and power have become a vital component of a society in crisis. As a result, the general people have little choice but to rely on the media for information<sup>38</sup>.

Local newspapers, meanwhile, created informative infographics for people who didn't have access to television or the Internet. The ad was also made with persons with weak or no literacy skills and who do not speak the official languages in mind. The pandemic campaign was broadcasted, printed, and posted in numerous languages to grab people's attention and urge them to rely on the media as their primary source of information on the epidemic. According to Media Dependency Theory, people's media requirements, and their reliance on media and the potential for media effects are heightened under two specific conditions. The relevance of media functions in a society, such as conveying information, amusement, and escape, is high due to many media and the importance of media functions in society. When a society is going through a social change, people rely on the media because of circumstances or motivational factors, such as a lack of alternative information sources. Media reliance has been discovered to predict changes in people's

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<sup>36</sup> *ibid*

<sup>37</sup> Y. Lin, *Media dependency theory*. Sage Publications Encyclopedia of Political Communication, 2008. Accessed @ <https://www.britannica.com/topic/media-dependency-theory>.

<sup>38</sup> *ibid*

opinions and behaviours<sup>39</sup>. Media, audience, and social system are all intertwined in some way, according to the thesis. The inference is that these three interact and that two major factors determine their interactions; the audience recognises the importance of using media on a cognitive level, especially while the entire world is on lockdown.

At the affective level, the audience's motivation and happiness result from the media's substance eliciting their emotion. People engage in media-based communication for cognitive and emotive reasons. Similarly, Yu and Mao claimed that the media had become an excellent medium for effective two-way communication between individuals and governments, particularly when sharing formal and informal information with the public during the Corona Virus pandemic<sup>40</sup>. The Media Dependency Theory pertains to the present Coronavirus pandemic because the media aids in accessing situations by supplying knowledge to managers, policymakers, and citizens, and the speed with which information is obtained, collated, and distributed increases.

### **Uses and Gratification theory**

Katz, Blumler, and Gurevitch established the Uses and Gratifications Theory (UGT) to understand better how and why people use media for personal satisfaction. According to the Uses and Gratification Theory, people choose or use a specific medium to fit their requirements, even though media has limited users when making decisions. Individuals choose which media to use, and media is one approach to address those requirements<sup>41</sup>. The media does not have the power to sway the opinions of the public. The mass media's surveillance role, on the other hand, has continuously scanned society, assessed events, and highlighted areas that may pose a threat to society's overall well-being<sup>42</sup>. The media has used

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<sup>39</sup> Q. Yu, and W. Mao, *Effectiveness of communication on epidemic personal protection with community residents via new media during COVID-19 outbreak: Data from China*. Journal of Media and Communication Studies. Vol. 12(3), pp. 23-38, July-September 2020. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/343080205\\_Media\\_System\\_Dependency\\_and\\_Change\\_in\\_Risk\\_Perception\\_During\\_the\\_COVID-](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/343080205_Media_System_Dependency_and_Change_in_Risk_Perception_During_the_COVID-19_Pandemic&ved=2ahUKEwjxt_eYiq_sAhUIT8AKHQOZDE4QFjABegQICxAB&usg=AOvVaw2ms-EeuLzs41ARkrffl0rD)

[19\\_Pandemic&ved=2ahUKEwjxt\\_eYiq\\_sAhUIT8AKHQOZDE4QFjABegQICxAB&usg=AOvVaw2ms-EeuLzs41ARkrffl0rD](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/343080205_Media_System_Dependency_and_Change_in_Risk_Perception_During_the_COVID-19_Pandemic&ved=2ahUKEwjxt_eYiq_sAhUIT8AKHQOZDE4QFjABegQICxAB&usg=AOvVaw2ms-EeuLzs41ARkrffl0rD)

<sup>40</sup> *ibid*

<sup>41</sup> R. West L. Turner, *Introducing Communication Theory: Analysis and Application* (4<sup>th</sup> Edition, Chapter 23). New York: McGraw-Hill, 2010.

<sup>42</sup> *ibid*



surveillance to persuade people that they need the media to keep them safe, especially during the Corona Virus outbreak.

Audiences, on the other hand, make their own media choices. It can be used for new media, even if the Internet can supplant older media. People today utilise mobile social media apps or channels for information in the same manner that they used other forms of media before the mobile Internet. Because Healthypeople.gov (2020) discovered that health communication campaigns that use multiple channels, one of which must be mass media, combined with the distribution of free or reduced-price health-related products, are recommended based on solid evidence of effectiveness for producing intended behaviour changes, this theory applies to the Corona Virus Pandemic in Nigeria. Similarly, integrated techniques are used in health communication campaigns to deliver messages intended to influence target audiences' health behaviours, either directly or indirectly. Messages are disseminated through a range of means, including mass media (like television, radio, and billboards), small media (like pamphlets and posters), social media (like Facebook, Twitter, and blogs), and human contact (e.g., one-on-one or group education). Because the virus can be found in various media, the media audience and the general public can follow the rules to stop it from spreading. It also allows users to select the medium that best explains the situation on the ground, based on their interest in the infection or their want to learn more about it.

The Uses and Gratification hypothesis suggests that consumers seek out mainstream media to fulfil their desires. According to this theory, Media users have the choice to select how they will use and affect the media. The general population, according to the idea, uses media in several ways. Because there are media consumers, they believe there are several reasons to use it. The theory considers media consumers who choose the level of impact media has on them, as well as the idea that users use media options merely as a means to an end.

The Uses and Gravitation hypothesis examined why people use traditional media like newspapers, phones, and radios. It is now well-known for experimenting with new media and communication technology, such as social networking sites<sup>43</sup>. The Uses and Gratifications theory has a significant direct effect on social media usage intention,

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<sup>43</sup> I.M. Al-Jabri, M.S. Sohail, and N.O. Ndubisi, Understanding the usage of global networking sites by Arabs through the lens of uses and gratifications theory, *Journal of Service Management*, 2015, Vol. 26 No. 4, pp. 662-720.

according to Hossain, and user habit and subjective norm are essential mediators in the interaction between the Uses and Gratifications theory and usage intention<sup>44</sup>.

### **Agenda setting theory**

The coverage and reporting of the Covid-19 pandemic by print, television, and social media news channels validate McCombs and Shaw's potency and agenda-setting hypothesis (1973). The Agenda-Setting theory is based on the awareness, priority, and salience models based on Anaeto et al.; there are assumptions and principles (2008). The mass media, such as the press, does not reflect social reality since news is filtered, chosen, and moulded by newsroom staff and broadcasters, among other assumptions and views. People get their information from a few places since they don't pay attention to all of them and instead rely on the mass media. The few media agendas of professional gatekeepers cause people to assume that specific issues are important<sup>45</sup>.

Similarly, Gever and Ezeah claimed that the media is effective at swaying public opinion, and when COVID-19 was first reported in China, the media had the authority to choose the issue for the general audience<sup>46</sup>. The Nigerian media began to set the tone for society by instructing citizens on coping with the health crisis and preventing the virus from spreading. Furthermore, the media drew the government's attention and the general public to the imminent danger by explaining why preparations were necessary. According to Gever and Ezeah, the media are the primary influencers that affect society, according to the agenda-setting theory.<sup>47</sup> The press is subject to appropriate laws (in Nigeria, section 22 of the Federal Republic of Nigeria's 1999 constitution). The media have a role in influencing health behaviour and shaping government policies and initiatives in the health sector. In addition, a public service announcement (PSA) for television and radio was developed, which included information on social distancing and other preventative measures such as wearing a

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<sup>44</sup> M.A. Hossain, *Effects of uses and gratifications on social media use The Facebook case with multiple mediator analysis*. Department of Management, Hajee Mohammad Danesh Science and Technology University, Dinajpur, Bangladesh, 2019. Available @ <https://www.emerald.com/insight/content/doi/10.1108/PRR-07-2018-0023/full/html>

<sup>45</sup> *ibid*

<sup>46</sup> *ibid*

<sup>47</sup> *ibid*

mask while going out and washing your hands frequently. These messages were broadcast daily, reinforcing society's focus on new health habits.

### **Conclusion**

Information about the Coronavirus was mainly disseminated through the media and social media platforms. Because there is little knowledge on Covid-19, rumours, misinformation, and fake news have spread worldwide. On the other hand, the media has made multiple attempts to stop the virus, fake news, and misinformation from spreading by employing its gatekeeping function. COVID-19 has been widely documented, which has aided in raising knowledge about the virus's safety and prevention measures, flattening the curve and limiting the virus's transmission. The media currently plays a vital role in the day-to-day activities of the government, organisations, individuals, and enterprises. The WHO, the Nigerian Center for Disease Control, and other health institutions have used the media to provide timely updates on the pandemic. As a result, the media has taken on a more significant role in society. Similarly, the media has set a social agenda by promoting new health habits such as hand washing, alcohol-based sanitisers, and the use of nose masks and face shields. As a result of many ads and media activities, communities today look to the media for health information.

The media has used uses and gratifications to keep a steady influence on society about the virus and promote media use as one of the principal venues for health communication. Several health organisations have embraced the use of social media to fulfil their public health responsibilities. Without needing to appear in person, the general public can now ask questions directly through these platforms. Similarly, as technology evolves, media quality improves, resulting in a future increase in the number and relevance of media uses in our daily activities.

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