EUROMENTOR JOURNAL
STUDIES ABOUT EDUCATION

Volume XIV, No. 1/March 2023

"Euromentor Journal" is published by *"Dimitrie Cantemir"* Christian University.

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

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

EUROMENTOR JOURNAL
STUDIES ABOUT EDUCATION

Volume XIV, No. 1/March 2023

PRO UNIVERSITARIA 2023
BUCUREŞTI

ISSN 2068-780X

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

CONTENTS

A PHILOSOPHICAL PERSPECTIVE ON MIHAI EMINESCU'S RELATIONSHIP WITH MUSIC 7
GABRIELA POHOAȚĂ

THE ETHICS OF EDUCATIONAL SUSTAINABILITY AND THE 'POLITICAL' PHILOSOPHY OF EDUCATION 20
ALEXANDRU–GABRIEL NEGOIȚĂ,
SIMONA-ELENA NEGOIȚĂ

MULTILINGUALISM: STUDYING FOREIGN LANGUAGES IN POSTMODERNITY 35
CRİSTİNA NİCOLAESCU

ON THE SPECIFICS OF EDUCATION IN MODERN UKRAINE 42
INNA KOVALENKO,
KSENIA NESTERENKO

PSYCHOLOGICAL ASPECTS OF SECOND LANGUAGE ACQUISITION: A CASE STUDY INDONESIAN EDUCATIONAL SYSTEM 50
YUNIDAR NUR,
MUHAMMAD YUNUS,
ULINSA ULINSA

CONSIDERATIONS REGARDING THE ETHICS OF SCIENTIFIC RESEARCH IN THE CONTEXT OF DOCTORAL EDUCATION IN THE REPUBLIC OF MOLDOVA 74
EUGENIA BOGATU

COMPARATIVE ANALYSIS BETWEEN SOCIAL EDUCATION /FOR SOCIETY TEXTBOOKS FROM ROMANIA AND REPUBLIC OF MOLDOVA 91
DANIELA FELICIA ROMAN

ORIGIN SOURCES OF ENGLISH VETERINARY TERMINOLOGY.....103
OLENA SYROTINA

A PHILOSOPHICAL PERSPECTIVE ON MIHAI EMINESCU'S RELATIONSHIP WITH MUSIC

GABRIELA POHOAȚĂ*

gabriela_pohoata@yahoo.com

"Music has the power to get us closer to the core of things and to touch more deeply the root of our being".[1]
M. Eminescu

Abstract: *Eminescu and his relationship with music is an inter- and transdisciplinary research topic, whose complexity and depth exceed the scope of a single article. Moreover, there are books devoted to this issue[2], considering the poetic-musical phenomenon generated by the creation of this universal genius. There is an impressive number of musical compositions transposed to Eminescu's lyrics, from folk music, pop music, to romances, lieder, choral music. There is no Romanian or universal poet whose poetic creation has generated so many musical masterpieces. Our perspective on the relationship between Eminescu and music is a philosophical one, starting from the idea that music and philosophy are ingrained in his poetic work, the harmonious combination of music and poetry thus deepening the existential, philosophical meditation, a sui-generis triad in Eminescu's creation.*

Keywords: *music, poetry, philosophy, Romanian music, culture, harmony.*

The theme we have approached relates, first of all, to the structure of Eminescu's personality, a genius thinker endowed with an extraordinary sensitivity, in order to understand the implicit presence of music in Eminescu's poetic creation. It is a situation similar to Eminescu's philosophy[3], as amongst poetry, music and philosophy there is a close

*** Prof. PhD. Hab., Faculty of Judicial and Administrative Sciences, ,"Dimitrie Cantemir" Christian University, Bucharest.**

****Translated into English by Lecturer PhD. Mihaela Mocanu, "Dimitrie Cantemir" Christian University, Bucharest.**

[1] M. Eminescu, Manuscript 2257, f.11-12, apud. Zoe Dumitrescu Buşulenga, *The Horizons of Knowledge*, Edition prepared and Forward by I. Pop, Putna Monastry, Nicodim the Calligrapher Publishing House, 2016.

[2] Z.D. Buşulenga and I. Sava, *Eminescu and Music*, Bucharest, the Musical Publishing House, 1989.

[3] G. Pohoaţă, *A View to Eminescu's Philosophy,* in Cogito Multidisciplinary Research Journal, no. 3/2010, p. 1-9.

connection stemming from the depth of its unique being, from the Romanian culture. In order to understand the complexity of his thinking, it is important to know that Eminescu was not only a poet of genius. Appreciated as "the complete man of the Romanian culture"[4], Eminescu was elevated to the rank of "king of human thought"[5]. In the history of universal philosophy, we can identify famous philosophers who, just like Eminescu, masterfully combined the three arts in their creations, starting with Plato and, last but not least, Nietzsche. However, Eminescu had no musical education, he inherited his talent and passion for music from his parents, from his mother who had a charming voice and from his father who used to play the flute. A great admirer of music, Mihai Eminescu himself described his musical abilities in a letter to Veronica Micle, "Music always predisposes me to creative musing. But Chopin's compositions have completely transformed me. At one point I thought I was floating in the divine spheres of divine immortality. It was the elation of intelligence that subjugated my soul, urging it to harmonize my whole being. Only your piano, the wonderful pearl of white fingers, triggered this perception. The moonlight on that holy night gave me satisfactions that I had never experienced in my cursed life. I bitterly regret not studying music as my mother, who had a charming voice, competing with my father who played the flute like a real artist, had discovered my remarkable musical ear ever since I was a child. Listening to the *Nocturnes*, I convinced myself that Chopin would have written poems as brilliant as these compositions. You can't be a great composer if you don't have both qualities"[6]. Similarly, *Eminescu could not have written famous poems unless he had had the music of the universe in his soul, because, indisputably, poetry is the music of his soul*. Eminescu mastered the musical technique, possessing surprising natural qualities in the art of sounds (absolute hearing, exceptional musical memory). "We first find him during his departure to Cernăuţi, travelling from village to village with the theatre troupe, collecting folklore from the people, like the collectors who realized that the oral spiritual patrimony of the nation is an invaluable asset that should not be wasted. His contemporaries stated that Eminescu, however, did not

[4] C. Noica or *Thoughts about the Complete Man of the Romanian Culture*, Bucharest, Humanitas Publishing House, 2022, p. 14.

[5] The appreciation belongs to Titu Maiorescu apud. Ibidem.

[6] Eminescu, apud. Elena Ţurcan, *Eminescu. From the Music of Poetry to the Poetry of Music*, in Eminescu/ Bibliographic confluences: The Journal of Library Science and Information Science, 2012, no.1, p. 34-38.

try to publish his folklore collections, preferring to melt this popular treasure registered with care, perseverance and grace into his own literary creation".[7] Even though he had not received a musical education as a child, Eminescu had a musical nature, being fascinated by church music from an early age, participating regularly with his parents in the holy services officiated in the "St. Voievozi" Church located right in the courtyard of his house from Ipoteşti. Moreover, the ecclesiastical universe, with liturgical music and worship books that fascinated Eminescu at the age of knowledge, was notified by Acad. Zoe Dumitrescu Buşulenga as follows: "In a short time he was seized by the great passion of reading which opened endless worlds to him. And he quickly finished reading the priest's books, liturgies, religious books due to his new, barely aroused curiosity".[8] The church music accompanied him all his life and the lyrics of a special musicality, imbued with the sound of the simandron and the bell, of the songs heard during the religious service, of the powerful religious message stand as a proof for this. In addition to the religious music that marked his childhood or the folk music that he loved and used to sing while drinking a glass of wine, Eminescu also loved religious music, paying a special attention to it. During his five academic years in Vienna and Berlin, Eminescu also acquired a „musical axiology" through his frequent attendance of performances and through hard study, the poet managing to understand the place of music in the history of arts. While he was a student in Berlin, he attended Professor J.G.F. Bellermann's seminar of musicology, and in Vienna he met Johan and Eduard Strauss. Moreover, in the German environment, Eminescu perfected his philosophical and musical culture, coming into contact with the German philosophy, in particular with the philosophers I. Kant and Ah. Schopenhauer. Not only the German philosophy influenced him, but also the great musicians with whom the Romanian thinker had real affinities, such as Beethoven and Wagner, who had a great impact on Eminescu's spiritual evolution. There is no doubt that, later, the knowledge acquired in the German environment helped him to write, as a journalist, musical chronicles like the great critics of the genre. In the *Curierul de Iaşi*, but also in the pages of the newspaper *Timpul*, the journalist Eminescu proved to

[7] Ibidem.

[8] Zoe Dumitrescu Buşulenga, *Eminescu*, Bucharest, The Youth Publishing House, 1963, p. 17.

be a genuine music columnist several times, showing a high consideration for music.

The Harmony of poetry with music

Eminescu's poetry is an "art of hearing" more than one of sight, because for Eminescu rhyme is more than a simple instrument, the harmony of his soul being reflected in it. The murmur of Latin vowels, the sound of the alpine horn, the song of the cricket and the spring, the rustling of leaves are thus only isolated and somewhat symbolic sounds of a wider harmony, of the music of the world.[9] Music becomes somehow the metaphysical element of the universe, constitutive of its essence. In order to understand the Eminescian harmony, Zoe Dumitrescu Buşulenga resorts to the Pythagorean doctrine. According to the great Greek philosopher and mathematician, the cosmos is order and harmony, and number as an ideal, immutable entity guarantees universal harmony. The sun and the other planets, through rotation and vibration, generate a divine, almost imperceptible music. This is the "music of the spheres", as Pythagoras called it, and which is expressed in Eminescu's work by the phrase "the sweet music of the spheres" in the 5th Letter.[10] The Eminescian harmony is the universal harmony on which the entire architecture of the world rests. But, as Pythagoras was influenced by the Orphic mysteries, the roots of Eminescian harmony must therefore be sought in Orphism, illustrated in Eminesian poetry by its symbols - the lyre, the harp, which remind us of the Orphic myth. In fact, Eminescu is at the confluence of two great myths, the myth of Hyperion and the myth of Orpheus. Hyperion represents the culture, the ideas, the serene contemplation of the man of genius. Orpheus is a symbol of musicality, of Eminescian harmony. [11] Tudor Vianu wrote admirably about the Eminescian harmony[12], the author drawing attention to the fact that the analysis of "the myriads of reactions that Eminescu's poetry triggers in the reader's cenesthesia" is extremely difficult, given that poetic harmony is not a simple sound phenomenon. In order to reach the true musical Eminescian

[9] Elena Țurcanu, *op. cit.*

[10] Eminescu, *The 5th letter, Essential Works, Poems,* Fortuna Publishing House, 2002, p.437.

[11] *Culture and Harmony in Eminescu'a Work*: https://www.autorii.com> scriitori> cultura-si-armonie

[12] Tudor Vianu, *Eminescu's Poetry*, The Romanian Book Publishing House, 1930.

harmony, we must transcend the external harmony, given by prosody, Tudor Vianu writes. Thus, the endpoint is internal harmony.

It is no by mere chance that Eminescu's poems have inspired famous musical creations, such as *'Tis Eve on The Hillside, Doina, Down Where the Lovely Poplars Grow, O Remain, Dear One, Why Do You Wail, O Forest Trees, So Delicate, One Wish Alone Have I, To the Star, Of All the Ships, O Mother!* and so on.

The idea is enshrined that the exceptional musicality of Eminescu's poetry is self-sufficient. G. Ibrăileanu used to say it a long time ago: "Music, in its substance and form, Eminescu's poetry does not need any other melody." It is common knowledge that the tradition of musical "translation" of Eminescu's poems dates back more than a century, being therefore contemporary with the writer. The poems considered romances, dating back to his years of maturity, seem to have been born in the immediate vicinity of music, in the most concrete way.

G. Călinescu remarked in *Eminescu's Work* (2nd vol.): "There are some poems in Eminescu's mature work that we should call romances due to their form and content. That's what his contemporaries also called them, because the Junimists considered them *cantabiles* and used to sing them in the choir.[13] In other words, such poems are sung alone and, according to G. Călinescu, *Fair Love, Our Mutual Friend, When Memory, Farewell, What is Love?, Down Where the Lovely Poplars Grow, Although the World, You Go, Why Don't You come?* belong to this category, the last one "a genuine romance, or only devoid of its own ideological musicality that would be afraid of any added music, but with a structure immediately demanding the melody. It is very likely that all the poetry is nothing but the text composed by the poet for a song that was always ringing in his ears."[14] In the next chapter, "Musical" Romance, Călinescu resumes the appreciation, emphasizing the essential element for the notion of romance (cantabile!): erotic sentimentality, very suitable for the respective musical genre and the taste of the poet's contemporaries, for whom "almost any shorter poem was a *cantabile*". The critic dares to ask further: "What is the point of the melody, perhaps, in a poem like *To the Star*? However, there are poems that have nothing of a romance, but which Eminescu himself set to music. A melody, of course, of syllables, but which, by repeating a theme, by

[13] G. Călinescu, *Mihai Eminescu's Work*, 2nd vol., Bucharest, Minerva Publishing House, 1970.

[14] Ibidem.

cadence, by chorus, shows an attempt of the poet to make a compromise between the two arts. *High O'er the Main*, for example, without being a romance, is a *cantabile*." Even if there are specific differences between the two arts, we cannot doubt for a moment that the value of harmony in the Eminescian poetry could be undervalued by its melodic-harmonic transposition. Of course, not every composer can find the measure of the compatibility of the two languages, but the history of Romanian music stands out for genuine musical masterpieces based on the inspiration drawn from the Eminescian poetry, be it romances or pop music songs. The lieder based on Eminescian lyrics, like almost all the more than 100 pieces of the genre, have the rare quality of being perfectly adapted to the sensitive characteristics of the poetic language, probing musically, through the expressiveness of the form, the deep structure. A number of 70 Romanian composers, some more than others, competed in highlighting the harmonies of an Eminescian century in their musical creations, from Gh. Ştefănescu to Al. Zirra, creating immortal lieder for voice and piano, choirs, madrigals, oratorios, symphonic poems, ballets, operas, inspired by the most beautiful Eminescian poems, impregnated by divine music. It was thus appreciated that "Eminescu transforms words into music and music into meaning. If there was another poet who resembled Eminescu, then it should be Eminescu and Enescu together".[15]

The issue analyzed is not a new theme since there are concrete approaches in specialized literature that illustrate Eminescu's natural approach to music. A study was also written on this topic: *Eminescu and the Romanian Lied*.[16] In the last chapter, the author notes the transposition of Eminescu's poetic romanticism into the music of the lieders based on Eminescu's lines: "We don't know if we are wrong or not, but the experience of the contemporary lied originating from Eminescu's poems seems to lead us to notice that, no matter how the lyrics of the great poet were interpreted, the romantic atmosphere they exude is present everywhere. It is a constant so deeply rooted in the world of poetry that it cannot be ignored. On the contrary, no matter how it is shaped musically, the romantic color imposes its strong imprint, being the birth of a neo-romantic expression that seems to be characteristic of the songs inspired

[15] C. Vişan, The Tribune from 8 Septembrie 1964.

[16] Adriana Peicu-Moldovan, *Eminescu and the Romanian Lied*, Bucharest, The Musical Publishing House, 1977.

by Eminescu's lyrics."[17] Thus, it is absolutely natural that the first truly evolved lieds belong, in our country, to a musician of the German school, Gheorghe Dima (1847–1925), among the most valuable being the five creations based on the Eminescian lyrics, at the end of the 19th century: *Longing, Why Don't you Come?*, *O'er the Woods*, *And if the Branches Tap My Pane*, *Drowsy Birds.* Through them, within his entire vocal music, the composer achieves a first synthesis between the popular romantic element, the folk song and the urban romance.

Although, after studying in Bucharest, he completed his training at the Conservatoire Impérial de Musique in Paris, George Ştefănescu also descends, in the creation of lied, from the German space (the similarities with Hugo Wolf or Wagner being obvious). *To the Star* by George Ştefănescu is one of the most sensitive lieder based on the lyrics of a poem so frequently used by the Romanian composers, from Mihail Jora to Tudor Ciortea, Nicolae Coman, Dan Constantinescu or Aurel Stroe.[18] Referring to one of the most remarkable Romanian composers, Ştefan Niculescu[19] states: "In relation to the Eminescian lyrics, Mihail Jora achieves that sonic (musical) plasticity that never leaves the impression of *tautology*, of added melodic-harmonic space - maybe slightly useless; on the contrary, 'uttered' in this way, the Eminescian poem has that natural *transparency* of the discourse that makes him once more a creator of poetic mystery".[20] Thus, Mihail Jora, brilliantly combining the compositional technique of romantic and impressionist musicians with the romanticism of the Eminescian lyrics, reaches the essence of the lied through Romanian means.[21] Placing ourselves in such a context of analysis of Eminescu's poetry, it goes without saying that among the most famous romances are *We Part for Ever from Today* (*Farewell*) by Ionel Brătianu, *When Memory* by Vasile Popovici (also author of *Longing*), *Fair Love, Our Mutual Friend* by Victor Tchaikovsky, *Down Where the Lovely Poplars Grow*, *And if…* by Guilelm Şorban, along with *Drowsy Birds* by Tudor Flondor, *One Wish Alone Have I* (popular song) etc. some sources mistakenly believe that the only compositions which have been known ever since the poet was alive

[17] Ibidem.

[18] Constantin Tuchilă, https://costintuchila ,wordpress.com/2011/06/16/ muzica/ pe versuri/de eminescu.

[19] Ştefan Niculescu, *Musical Reflections,* Bucharest, , The Musical Publishing House, 1980.

[20] Ibidem.

[21] Ibidem

would be two of Iancu Filip's romances (*Why Don't You Come*? and *Down Where the Lovely Poplars Grow*...) the poems having been written in 1887, while the poet was at his sister's house in Botoșani. In reality, there were more compositions made up before 1889, one of them being *Why Do You Wail, O Forest Trees* by Gheorghe Scheletti, published at the same publishing house N. Cosma in Iassy in 1884. In the Special Collections of the National Library of Romania more than 90 scores based on Mihai Eminescu's lyrics, the oldest being signed by Iancu Filip, Gheorghe Scheletti, Alfonso Cirillo, G.C.Cosmovici, Carol Decker, Tudor Cavaler de Flondor, Aurel Eliade and Năstase Ionescu.[22] Thanks to some editors and composers such as Nicolae Cosma, Gh. and Maria Dima, Ioan Scarlătescu, Stan Golestan, Dimitrie Cuclin, Eminescu's poetry has been known abroad ever since the end of the 19th century, circulating in several German, Hungarian, English, French and Spanish versions. Indisputably, Eminescu is our first lyric poet, in the true sense of the word. So, with all the notable achievements of some poets such as Gh. Asachi, Dimitrie Bolintineanu, Ion Heliade Rădulescu, Eminescu is the first poet who will "hear and then transcribe his own lyric into the musical system."[23]

From the music of poetry to philosophy

"A certain musical mood gives birth to the poetic idea"

Having become a musical fact, the Eminescian poetry does not lose its power of seduction as an existential, philosophical meditation, on the contrary, an incomparable osmosis of spirit is created between poetry, music and philosophy. Thus, we appreciate that the problem of the axiological difference between the two languages does not disadvantage the harmony of Eminescu's poetic creation, on the contrary, the divine musicality of the lyrics makes Eminescu unique not only in the Romanian "stylistic matrix", but also at universal level. The implicit music, as well as the implicit philosophy from his poetic creation are valued through the musical transposition of one or another of the poems signed by Mihai Eminescu. The harmonious combination of music and poetry deepens the existential, philosophical meditationa, a sui-generis triad in the Eminescian creation. It will absorb and at the same time potentiate,

[22] *The Musical Eminescu,* Scores located in the Special Collections of the National Library of Romania, BNR, 15 January 2014.

[23] Tudor Vianu, op. cit.

through the specific harmony of its lyrics, the omnipresent music of the (aesthetic) spheres, under the influence of German romantic philosophy and art. Eminescu considered that music represents a universal means of communication. His statements like "music has the power to get us closer to the core of things and to touch more deeply the roots of our being" give music a fundamental dimension of depth, turning it into a kind of metaphysics of the universe. Not by mere chance did Eminescu propose a classification of the arts in a romantic spirit, as follows: 1. Music; 2. Poetry; 3. Philosophy.[24] This classification expresses the spirit of romantic philosophy, music being a prima donna, possessing divine virtues, being the closest to the essence, to the thing itself, a direct expression of the creative power of the spirit. Music is intrinsic to the harmony of the world, an idea of Pythagorean influence, but also Platonic, with resonances in classical German philosophy. Formed at the school of the great philosophers, from Plato to Kant and Schopenhauer, the poet philosopher raises music to divine heights, where philosophical contemplation merges with artistic (aesthetic) contemplation. Eminescu was close to the art of sounds, he lived in it, expressing his need for harmony in different ways. For Eminescu, music meant not only a delightful and fascinating art in itself, but more importantly a domain related to the spirit, capable of ennobling, polishing the human personality.[25] A rhapsode of human existence, in all its complexity, a tireless searcher of the soul and history of mankind, often reflexive on the issue of genesis and apocalypse, Eminescu allowed himself to be permeated with music, making it a perpetual vein of his tumultous life - the sonorous harmonies had always fed his imagination and dreams, longings and moments of solitude, feeding with their rhythmicity his thirst for beauty and truth, for perfection and spiritual learning, as can be seen from his own statements: "Music predisposes me to a creative musing... it completely transforms me.

[24] In vol. *Eminescu and Music,* Bucharest, The Musical Publishing House, 1989, chap. I. *Romantic typological frameworks*, the authors Z.D. Buşulenga and I. Sava qoute the manuscript 2257 (f.12), in which Eminescu proposed a classificationof arts, in the romantic spirit: 1. Music-affect, not-"formulated" by the idea, is conveyed to the affect. 2. Poetry-affect ,"formulated"by the idea,is conveyed both to the affect and idea.. 3. The philosophy of affect "formulated by the idea", is conveyed to the idea and, through it,to the affect. No philosophy should stop at the secondary/=idea/but at the source of fantasy/==affect", apud. Zoe Dumitrescu Buşulenga, *Eminescu. Horizons o Knowledge*, chap. *The place of music in a classification*, Edition prepared and Forward by I. Pop, Mănăstirea Putna, Nicodim the Calligrapher Publishing House, 2016, p.56.

[25] Mihai Daniliuc, *Eminescu and Music,* https://doxologia.ro, 2023.

Listening to music... sometimes I feel like floating in the divine spheres of divine immortality". The deep universality of his spirit, similar to that of the greatest German Romantics, was the result of an extraordinary cohesion of all creative activities, of all sectors, from poetry to philosophy, political economy, exact sciences, natural sciences, making up the global vision about the world of the Romanian thinker[26], from which music could not be missing. Having a propensity towards universality, Eminescu followed in his creation the effect of the laws of music, of the Orphic laws to reconcile opposites, to extinguish antinomies, to achieve, in a moment of grace, the *coincidentia oppositorum*. The conciliatory harmony of the sounds of music that make the opposites disappear, works both on the one who sings and the one who listens. Hidden laws govern harmony in people and in the cosmos, the sounds are the perceptible expression of their good influence-,,And Romanian music calling from the mountains-in clouds/ From falling stars, from the valleys-in echoes, from the fir trees that sigh the winter storm, from the pitiful whistle, from the glade in the plain/Calling the Romanian lady, of the weeping hearts/ Of the night soul, of the extinguished longings/ And you want the poet to be transient/ On the shores of his country, he has nothing to sing/ But there are not enough colors in the world to wear".[27] From Poor Dionysus[28] to Lucifer[29] appears the philosophical problem of the human condition and the condition of the genius in particular, involved in the romantic interpretation of some myths (Lucifer, Hyperion), in which the solution is given by the consolation through absolute knowledge, which in youth is accompanied by love, and towards the end, one disposes of it, through suffering. Helped by one of the most prolific geniuses and a vast culture, Eminescu built a profoundly original vision of the world, which reunites him with the romantic creators, at the same time singularizing him in their ranks. Overturning the objective laws of the world on cosmic dimensions, he turned to folklore and ancient myths and built a universe of his own that lives on in every fragment of his work, anthumous and posthumous. From the cosmogony to the apocalypse, from the beginning of the world to its end, Eminescu followed many poses of life in their entirety. The evolution of the Eminescian ideas, however, takes place under the

[26] Zoe Dumitrescu Buşulenga, *op. cit.*

[27] Ms.2254, apud ibidem.

[28] M. Eminescu, *Poor Dionysus,* Bucharest, Eminescu Publishing House, 1972.

[29] Idem, *The Evening Star*, in Anthumous Poems, *op. cit.,* p. 457.

influence of great disappointments in individual and social life, of the great disappointments illustrated in Letters [30] that record the collapse of all ideals or at least the gap between the ideal and the real in the poet's sad drama. Failing in the grand work shaped for the world, for society, failing even more in his existence as a man and as an artist, he took refuge in philosophy, seeking compensation in the power and efficiency of absolute knowledge. Noticing the unmatched depth of Eminescu's genius, Rosa del Conte[31] turns Eminescu into a rebel genius who penetrates the world with an endless thirst for knowledge, wanting to snatch away, driven by impulses and doubts, all its secrets. Thus, the Italian writer researching the evolution of the entire Eminescian art notes: "The moment I called titanic - the moment of rebellious dynamism, of the Ego that opposes the world and History in order to impose its own law - is followed by the moment of lucid and desolate observation, of detached and conscious renunciation. But between one and the other the oases of the dream are inserted (in the magic circle of a clearing spot, of a lake mirror, of a linden tree - its sacred tree - which lets all its flowers fall to the ground). And the poet will know how to sing, line by line, the song in perfect correspondence with the movements of his soul."[32]

Instead of conclusion

If Eminescu's life were transposed to music, perhaps it could result in the most stirring *symphony of the Romanian destiny*. Since "the Romanian language" is also music, even more so, the Eminescian euphony emblematically encompasses a life and a work. A *double implication*, between *knowledge and sensibility*, between *philosophy and music*, can be noticed in the Eminescian thought. On the one hand, Eminescu's propensity towards universality in terms of knowledge led him to insert music into the typology of arts, and on the other hand, under the empire of musical harmony, he reached the highest level of ontological penetration of the world that can be associated with philosophical

[30] Idem, *Letters (I-V), Essential Writings, Antum Poems, Fortuna Publishing House, 2002, p.356-437.* Fruit of full maturity, the five Letters (the fifth posthumous), offers the picture of the terrible disappointments suffered by the man, the artist, the thinker, the patriot Eminescu due to the serious discrepancy between unreal and real, apud. Zoe D. Buşulenga, *op.cit.*

[31] Rosa del Conte, *Eminescu or On The Absolute,* Bucharest, Humanitas Publishing House, 2016.

[32] Ibidem, p. 274.

contemplation, in the Platonic sense, to which very few have access.[33] Thus, the symbiosis between philosophy-music and poetry positions the Eminescian creation as a whole, in the gallery of European romanticism. It arose from an attitude characteristic of romanticism, from a dimension of this spirit: the absolute aspiration to the demiurgic mastery of the world. From this perspective, we can also talk about a Nietzschean impulse in Eminescu's creation, from overturning or remaking the world to mastering it, through philosophical knowledge that identifies with absolute knowledge. Not by coincidence, Lucian Blaga[34] appreciates that Eminescu has the dignity of a Platonic idea for Romanian poetry, being "the great tree from which we all stem" and from the sap of which "we still feed ourselves today" Eminescu remains in aeternum our salvation or, rather, 'our excuse'[35], in front of mediocrity, of the invasion of non-values, of the lack of authentic faith, morality and love.

The goal of the Eminescian genius in the history of the Romanian people was to reveal some fundamental truths, and in the center of his great heart decisive words for the destiny of music resounded: *"if you are talking I pretend I can't hear,/I say yes and I don't brag/ Dance as you like, / I neither whistle, nor applaud you/ but nothing will make me/ follow his flute/ My goal is the truth/ I can only look for it in my heart"*.[36] One can notice and feel in the quoted lines how Eminescu does not disprove himself as the "king of human thought" because he is on the heights of human thought, somehow measuring himself against the Absolute. Thus, Eminescu is dominated by an incomparable aspiration towards knowledge in the expanse, ceaselessly searching for beauty and the Absolute Good, impossible to reach in the conditions of an ephemeral and painful life. All Eminescian creation comprises an impulse towards the philosophical Truth, both ethical and aesthetic, "raised on the foundations of Romanian ethnicity, of unmatched folklore culture assimilated in a huge work of general and universal human objectification"[37].

[33] Plato, *The Republic, the 7th Book, The Myth of the Cave*, Bucharest, The Scientific and Encyclopaedic Publishing House, 1986.

[34] L. Blaga, apud. Z. Dumitrescu Buşulenga, op.cit.

[35] E. Cioran, *On Eminescu*: *https://bucurestivechisinoi.ro/2010/02>emil-cioran*

[36] *Posthumous Poems* (1873-1875), apud. Zoe D.Buşulenga and Iosif Sava, *op.cit.,* p. 71.

[37] Ibidem, p. 189.

REFERENCES

Călinescu, G., (1970), *Mihai Eminescu's Work*, 2nd vol., Bucharest, Minerva Publishing House.

Cioran, E., *On Eminescu*: *https://bucurestivechisinoi.ro/2010/02>emil-cioran.*

Del Conte, R., (2016), *Eminescu or On The Absolute,* Bucharest, Humanitas Publishing House.

Dumitrescu-Buşulenga, Z., (1963), *Eminescu*, Bucharest, The Youth Publishing House.

Dumitrescu-Buşulenga, Z. and I. Sava, I., (1989), *Eminescu and Music*, Bucharest, the Musical Publishing House.

Eminescu, M., (2002), *The 5th letter, Essential Works, Poems,* Fortuna Publishing House.

Eminescu, M., (1972), *Poor Dionysus,* Bucharest, Eminescu Publishing House.

Niculescu, St., (1980), *Musical Reflections,* Bucharest, The Musical Publishing House.

Noica, C., (2022), or *Thoughts about the Complete Man of the Romanian Culture*, Bucharest, Humanitas Publishing House.

Peicu-Moldovan, A., (1977), *Eminescu and the Romanian Lieder*, Bucharst, The Musical Publishing House.

Plato, (1986), *The Republic, the 7th Book, The Myth of the Cave*, Bucharest, The Scientific and Encyclopaedic Publishing House.

Pohoaţă, G., (2010), *A View to Eminescu's Philosophy,* in Cogito Multidisciplinary Research Journal, no. 3/2010.

Popescu, C., (1989), *Mihai Eminescu – Poems,* Bucharest, The Romanian Book Publishing House.

Tuchilă, C. https://costintuchila,wordpress.com/2011/06/16/ muzica/ pe versuri/de eminescu.

Ţurcan, E., (2012), *Eminescu. From the Music of Poetry to the Poetry of Music*, in Eminescu/ Bibliographic confluences: The Journal of Library Science and Information Science, no.1.

Vianu, T., (1930), *Eminescu's Poetry*, Bucharest, The Romanian Book Publishing House.

THE ETHICS OF EDUCATIONAL SUSTAINABILITY AND THE 'POLITICAL' PHILOSOPHY OF EDUCATION

ALEXANDRU–GABRIEL NEGOIȚĂ*,

alexgabrielnegoita@yahoo.com

SIMONA-ELENA NEGOIȚĂ**

negoitasimona16@yahoo.com

Abstract: *The considerations formulated in this paper focus on the concept of strengthening that system of resources and values that ensure the synchrony between individual behavior and the common good. In contemporary society, in a healthy environment, the right to development should be based both on a fundamental educational philosophy and on a teleological factor: the autonomy of judgment as well as the knowledge process make the subject capable of correlation, solidarity, able to recognize competence as a valid resource to compete in shaping a social protection policy. The hypothesis of an ethics of sustainability is strengthened by an ethics of education, which can be identified by the production of new experiences, a sustainable practice in which each change is perceived as an inner act, as an act of the individual, and can be transformed into responsibility collective. The aim is therefore to extend the ethics of a democratically conducted research to the instructional field and corroborate the educational process promoted through it.*

Keywords: *values, common good, contemporary society, educational philosophy, responsibility.*

Introduction

The formation of the person refers to an investigative work that looks at the anthropological, cultural, and linguistic horizons in which the subject grows, develops, is formed. This analytical work highlights how contemporary scenarios express the strongly contradictory condition of being: on the one hand, radically innovative, on the other hand, dramatic and conflicting.

Educational policy involves the concentration of the most relevant paradoxes of the choices of contemporary government systems. The need

* **PhD. in Political Sciences, University of Bucharest.**

** **Master of Law and Administrative Sciences, Dimitrie Cantemir, Christian University, Bucharest.**

for a political reflection on education - addressed in various European debates - is located precisely in this controversial dialectic, it becomes perhaps its significant emblem and captures the attention of pedagogues and public opinion, as a place where opposite ideologies appear.

Faced with the recognition of the plural and the polymorphic, the awareness of the category of diversity also appeared in education, not as a repression of normality, but as an existential condition that characterizes each person. The historical oppositions between normality and abnormality, between linear and deviant, between identical and different, collapsed and a single positive ethos was affirmed, that of pluralism, or that normative reference that recognizes openness to variety, multiplicity and foreshadows the "transcendence" of categories of universalizing and totalizing thinking, to make way for models that give voice to the plurality of people and their groups and worldviews.

World society, which globally appears healthier, more informed and more technologically efficient, must assimilate a widening gap between rich and poor countries, articulated on complex issues and realities of hardship and vulnerability.[1]

As educators, interpreters of multiplicity from the research perspective of those who recognize themselves on the way to the other, it cannot be ignored that, in developing countries, we are still faced with the dramatic situation of millions of school-aged children who grow up without education basic and that the beginning of the 21st century presents an unequal situation, with nearly a billion people unable to read a book or write their signature, let alone use a computer or understand a simple document.

These people condemned to live in the most desperate conditions of poverty, poor health, historical-social backwardness, are the "functional illiterates of the world" whose number is constantly increasing, proving that educational inequality is still a means of legitimizing new forms of social division; an obvious and widespread phenomenon on a planetary level, but also present, unexpectedly, in the prosperous Western world, where knowledge returns to be the main material for building a new wall between a small number of its holders, who are guaranteed a set of skills minimum, strictly necessary to enter precarious and poorly qualified jobs.

[1] F. Cambi, *Abitare il disincanto. Una pedagogia per il postmoderno*, Torino, UTET, 2006, p. 154.

The global reference issue therefore focuses on the interconnection between economics, ethics and sustainable development. The principle of the common good, and in this case of the universal common good, which is best suited to act as a link between the three factors, requires a different declination of the sustainability-transformation binomial, in the collective commitment to accredit the various configurations of the common good: in fact, sustainable development, considered as a component of integral human development - which rests on the three pillars, economic, social and environmental - must concern everyone, for the present and for the future.

Current civil communities risk reducing more and more the moral and material quality of life: the densification of exploitation policies - understood in the most varied forms - attacks and compromises the renewal of nature and culture. Consequently, the commitment to "authentic human ecology" can evolve if the formal rigidity imposed by the categories of social/economic and ethical/sustainable thinking is overcome and its limits, potential and concomitants are explored.[2]

The reflections entrusted to this article focus on the protection of that system of resources and values that guarantee the possible synchronization of individual conduct and the common good. In contemporary society - as observed by John Dewey - change becomes the rule and not the exception and you have to learn to live with it, that's why the voice of the critical and non-dogmatic intellectual must turn into a tool for addressing problems, to relaunch "conversation" with others, never giving up the hope of an understanding between the interlocutors.

Confronting an unregulated multiplicity inevitably generates manifestations of uncertainty and consternation and imposes, especially from the educational perspective, a different approach to knowledge, an approach based on the interpretation of disciplinary contents in a dynamic relationship with events, data, responsibilities. The right to development, in a healthy environment, should be linked to a basic educational philosophy, to a teleological factor: autonomy in judgment and in the construction of knowledge that make the person capable of co-implication and solidarity, skilled in recognizing their own skills, as a valid resource to compete with in building social protection policies.[3]

[2] Z. Bauman, *The individualized society*, Cambridge, Polity Press, 2001, pp. 56–58.

[3] L. Hickman, G. Spadafora, «John Dewey's Educational Philosophy», *International Perspective*, Carbondale, SIUP, 2009, p. 23.

Reliance on free individual responsibility might therefore be a way of orienting precautions in a less paralyzing way: the hiatus between intention and human action, between program and result, which warns in the presence of reasonable grounds for danger, can translate into a desire for dialogue, loaded with an ethical dimension that, specifically, can correspond to an ethical search for sustainability.

The problem of continuity

In the last twenty years, the idea of sustainability has been explored in an articulated way, generating different, often conflicting or even reductive interpretations, and this process of hermeneutic mediation has been intertwined with a synthesis that, in the ethical ideal of sustainability, includes the idea itself of social sustainability and the idea of social justice, which refers to the fair distribution of goods and burdens between generations, so that everyone can achieve acceptable living conditions and spaces.

The considerations proposed here, regarding the ethical perspective and its practicability, start from the examination of its founding presupposition, contained in the etymological meaning of sustainable development, and therefore investigate some themes and aspects of the linguistic-conceptual extension of this meaning to the social sphere, economic and educational. [4]

The English term sustainable derives from the verb sustain which means to support or, more precisely, to prevent falling or sinking. The semantic sphere of what is sustainable contains in itself support, maintenance, continuation. It is a term that can hardly be fully translated into common European languages: Italian or French must use different nouns, depending on the context, therefore sustainable development is often translated as sustainable development, expressions that express the concept of "continuation" (pain means to remain, to continue) and does not indicate how to continue.

These linguistic uncertainties and limitations are probably related to the fact that the full meaning of sustainability implies a new concept of redistribution of human and material resources and therefore a new course of science, culture and technology that intervenes radically in the material conditions and life biology. Ancient societies did not need the

[4] D. Tilbury, R.B. Stevenson, J. Fien, D. Schreuder, *Education and Sustainability: Responding to the Global Challenge*, IUCN, 2002, pp. 67-85.

idea of sustainable development to express their responsible behavior towards the future: the idea arose when it was understood that human intervention on nature can be disastrous for maintaining its optimal conditions. Later, the idea of sustainable development moved to a global ecology based on regenerative dynamisms, both cultural and ecological.

The ethical dimension of education

The ethical paradigm represents the regenerative axis of sustainable development and every dimension related to it. Sustainability, in fact, is ethical to the highest degree because it concerns the immediate needs and choices of the ego, individually and collectively, and future human beings in the distant future. The very survival of humanity depends precisely on the ability to base any axiological conduct on the inalienable principle of the double primacy of humanity, as recognition and as belonging.[5]

Each subject, in the specific individuality of its "feeling", constitutes itself as a conjunction and connection with the other, and in this original experience of an inter-subjective relationship, beyond the thematic awareness one may have of it, emerges the historical root of the person. The experience of the person and of historicity corresponds to the experience of an immediate living belonging, of a liberating bond in which each new opening to the future is produced: the original ethos in which every human exercise of solidarity remains.

Objectification is therefore a subtle technique of thought to take possession of reality, to keep it under control and, consequently, to subject it, while "feeling" respects the opening of a relationship of living connection with the other, beyond all assimilative process, and in this sense it is the personal and untranslatable modality of an inherent constitutive of a historical world.

Recognizing these theoretical assumptions allows us to outline the conditions for establishing that autonomous principle of action, capable of adopting a global ethic pertinent to every imaginable space and time.[6]

The socio-environmental dimension

A materially sustainable development path needs to be followed within a rigorous political and social framework. Material sustainability

[5] A. Etzioni, *The moral dimension. Toward a new economics*, New York, The Free Press, 1988, p. 45.

[6] E. Durkheim, *L'éducation morale*, Paris, Alcan, 1925, p. 77.

seems to be compromised because development policies often do not pay due attention to the conditions of changing access and distribution of costs and benefits: even the most circumscribed concept of environmental sustainability implies an interest in social equity, for the future, an interest, which logically it must be extended to equity in the present. Social justice acquires its full meaning in its temporalization, it is not credible that it can be achieved successively over generations if it is not able to follow its paths, combining them with the progressive transformation of the economy and society.

The idea of public reason that has for some time accompanied human action in various forms provides, in Western modernity, a link between the idea of democracy and a certain moral component included in its practice. In the daily practice of social life, this translates into an active commitment of individuals to recognize themselves in a common code of rules, without yielding to a restriction of their individual space. This widespread and consolidated cultural conception is opposed by other conceptions of life, nature and man, which combine what is vital to the person with what is artificial, reworking the overall approach to society, ethics, law, politics and science.[7]

Human nature, governed by an amplification of stimuli, tends, in fact, to exercise hegemony over nature, or rather to be both part and master of it: nature is considered, above all, fuel for the technical development of well-being and quality. In diminishing the authentic value of the natural habitat, modern man simultaneously lost his sense of his own identity vis-à-vis the world, recognizing in the balance of the social system and in the dynamism of the economic system, the end of every action, and in nature a means manipulable at will to achieve it. By dominating nature, man ends up dominating the other man, simultaneously exerting on himself and on the other that power that produces the double alienation of the subject and the object: of the man and the environment.

Sustainable development should save the living environment, reinforcing the idea of a vulnerable nature, limited in its power to adapt to human intervention, but also protect the beauty, form and sense of proportionality, those fundamental ways in which man experiences and interprets openness to the world.[8] The space of man is found above all in

[7] M. Plant, «The Riddle of Sustainable Development and the Role of Environmental Education», *Environmental Education Research*, vol. 1, n. 3, 1995, pp. 45-47.

[8] I. Scheffler, *The Language of Education*, Springfi eld, Illinois, 1960, p. 123.

the context of nature: in it the worlds of bios and logos are built, and precisely in this perspective must be the presence of man, the bearer of a language of uninterrupted modernization, reconciled with the pathos that derives from the anthropic/naturalistic landscape that guarantees the flow of life and therefore the space of sensory and psychological receptivity.[9]

The ethics of sustainability involves a view of nature that can be developed into a philosophy of nature and a pedagogy of nature, which teaches that it is possible to survive as physical beings on earth only by letting individual and political action be determined by the connection between material life, the physical and cosmological life of the entire planet. Human materiality and spirituality are defined in the possible and infinite sphere where interiority feeds on exteriority and vice versa. We must thus overcome the contradiction between the anthropocentric and the ecocentric view of nature.

A viable alternative can be found in adopting an "anthropocentrifugal" perspective, from which the individual places himself beyond himself - as in a kind of spiritual centrifuge - to recognize that living nature with its material conditions possesses, like every human being, its own its integrity, meaning its own intangibility, its own inviolable (natural) history. It can be destroyed like any other human being, the coherence with which it has developed can be violated in the same way that, in cynicism and lack of attention, it is possible to violate the integrity of the other person.[10]

Given this order of problems, which involve complex and cumulative changes operating at multiple scales and times in mental and behavioral structures, it is obvious that the educational and training commitment cannot be ignored, in the awareness that the person learning from throughout life must be put in a position to see transversal connections between an anthropic and a non-anthropic vision of the world.

The economic-political dimension

Determining economic goals involves the development of an exploitation practice that allows the definition of identified measures, with reference to the amount of resources that can be used and distributed

[9] G.H. Brundtland, *Il futuro di noi tutti. Rapporto della Commissione mondiale per l'ambiente e lo sviluppo*, Milano,Bompiani, 1988, p. 59.

[10] D. Orr, *Ecological Literacy. Education and the Transition to a Postmodern Word*, Albany, State of New York University Press, 1992, p. 26.

equitably without preventing future generations from accessing the same quantity and quality. Equity means social justice and in this perspective it is necessary for the citizen/user/consumer to be responsible both for the direct influence that his choices have on the environmental and social impact (food, health, education, work, freedom) and for the pressure, even indirect, that these choices exert on the success of some markets at the expense of others.[11]

If an economic value were to be assigned to the satisfaction of needs, the validity of each individual need would first have to be legally tested, which would implement a justice that distributes goods and burdens according to a principle superior to the satisfaction or non-satisfaction of individual needs. This justice is nothing but the expression of ethics at the social level, which the economics of sustainable development should recognize as a presupposition. At the beginning of the last century, Max Weber had proposed the "ethics of responsibility", which was later taken up by Hans Jonas.

An ethics that arose from Weber's considerations on the methods of economic expansion, in relation to a future of history increasingly marked by the dominance of technology and, consequently, the urgency to think of an ethics that would answer the subjects of the effects of actions.[12] In this direction, Weber raised his question about the predictability of effects: since technology produces unpredictable effects, asking scientific research to stop and reflect is just an invocation, just as asking the market to take care of the poor world is an invocation. If ethics does not have force, it becomes - as Emanuele Severino has often observed - "path-ethics", in the sense that it "requires technique that cannot do what it can", and, in an economic version, requires expansion to- and contain the expansive force if it harms the poorest populations. It is therefore necessary to think about other ethics, because the available ones, the ones that were thought in the West, are not effective in the present time in reporting the dimensions that technology and the economy have assumed.[13]

The qualitative change, which derives from the quantitative growth of a phenomenon, determines what philosophers call the "heterogenesis of

[11] J. Foster, «Education as Sustainability», *Environmental Education Research*, vol. 7, n. 2, 2001, p. 34.

[12] F. Hesselink, P. Van Kempen, A. Wals, *ESDebate. International debate on education for sustainable development*, Gland, IUCN, 2000, p. 35.

[13] M. Weber, *Die protestantische Ethik und der Geist des Kapitalismus*, Tübingen, J.C.B. Mohr, 1934, p. 65.

ends", well-illustrated by Marx, who observed that when money, which is considered as "means" towards those ends which are the satisfaction of needs and the production of goods, becomes the "universal condition" for the satisfaction of any need and for the production of any good, then money is no longer a "means", but becomes the "end". If money becomes the "universal condition" for the achievement of any goal, what is anthropologically perceived as the goal (the satisfaction of needs and the production of goods), becomes a means of producing more money.

When the economic becomes the expression of the world, a quality of thought develops, a type of rationality (the word "reason" was born in the economic sphere, "reason" being the counterpart in an exchange: redde rationem) which is limited: Heidegger spoke of "thinking of calculation" (Denken als Rechnen), which can only do operations with numbers, which looks at advantages and disadvantages, profits and losses, which are configured exclusively in profit.

Hence the critical question of whether the diffusion, indeed the hegemony of the economy, designated exclusively by money, can constitute the only form of thinking in which to educate the whole of humanity. Human training and education are permanently affected by the dogmatism of a single system of thought, whose evaluation criteria are productivity, efficiency, calculation, a system entangled in the usability of the environment that often reduces alternative thoughts to marginal thoughts.[14]

The ethics of sustainability can represent a different way of thinking if it is perfected on two orders of considerations: the first is that the end of sustainable development is the human person, so that to be a sustainable development it must be aimed at promoting the enterprise as well as the essential skills and rights of people in an intragenerational and intergenerational perspective; the second is given by the awareness that the transformation of needs and profits should be able to combine with the pleasure of seeking new intangible achievements that merge with the satisfaction of a positive vision of human enterprise. The contemporary idea of sustainability needs to be reconceptualized as a pluralism of cultures, belonging and collective planning.[15]

[14] G. Bataille, *La limite de l'utile*, Paris, Editions Gallimard Adelphi, 1976, p. 134.

[15] M. Bonnett, «Education for Sustainability as a Frame of Mind», *Environmental Education Research*, vol. 8, n. 1, 2002, p. 13.

The help offered to *the Other*

Current existential scenarios therefore require us to come to a reflexive understanding of complexity, to learn how to place our own tradition in a remarkably articulated and interdependent reality, how to compose ourselves on common ground.

In the cultural perspective of education for sustainable development, the goals and processes acquire a centrality such as the recognition of diversity (understood both in the physical-biological and in the socio-cultural sense), growing with respect for the values of each person and with tolerance towards differences, availability of dialogue in the recognition of innovations; building skills that guarantee quality offers, promoting cultural and market requirements that allow security and flexibility to be linked.[16]

The question of the sustainability of choices and actions is therefore raised, in front of an ethical horizon that is no longer only present and subjective, but collective and future-oriented: despite the lack of reciprocity in a concrete communion, there can be a connection between individuals in the form of balance or equity.[17] The concept of the Other, supported in philosophical ethics mainly due to the thought of Emmanuel Lévinas, expresses this awareness of the unpredictability of what is expected, in becoming responsible not only for the Other in the present, but also in planning the Other to become understood as a future open, where everyone can autonomously decide their own goals, and where the conditions exist for goals to continue to emerge. Furthermore, the concept of Other extends to cover the entire biosystem that represents an irreplaceable stranger.

As individual existence manifests itself both as internally compact, to be revealed as unique and singular, and as externally incomplete, to be open to modification and integration, the ultimate meaning of people, places, and realities always remains deferred to a pluralistic level, where everyone and everything eludes the final assignment of a perfect identity.[18]

---

[16] G. Chiosso, *I signifi cati dell'educazione. Teorie pedagogiche e della formazione nel Novecento*, Milano, Mondadori, 2007, p. 67.

[17] G. Chiosso, *I signifi cati dell'educazione. Teorie pedagogiche e della formazione nel Novecento*, Milano, Mondadori, 2007, p. 70.

[18] F. Rauch, «The Potential of Education for Sustainable Development for Reforming School», *Environmental Education Research*, vol. 8, n. 1, 2002, p. 78.

Identity takes the form of pluri-identity as it is constitutively deferred between past/heritage and intentionality/diversity. Too often, in fact, we rely on the tendency to interpret cultural diversity only from an intellectual and cognitive perspective which, although it highlights the distinctive specificity of some ideals, underestimates the importance of a social practice articulated in complicated communication networks, projected on a plurality of horizons, sometimes intersected. In this sense, any claim to interpret the ethics of sustainability as a universal value must also be based on the assumption that valuing something is the result of an identity in motion.[19]

It is impossible to know the value of a life practice, its true meaning, if one does not come to an operational perception of it. Intellectual sympathy is often insufficient and may even prove oppressive. In fact, empathy is the way to reach the world of others: only through this commitment to participatory understanding, we can understand the structure of meaning of the other, we can understand the intimate logic of his actions and we can leave time identity. What, at first glance, may seem unpleasant, foreign and irrelevant, when properly understood, opens the "time of otherness", the relationship with the other includes the relationship with the future.

Sustainability in the real world: The search for a new educational paradigm

The question of how to reach agreement on ethical guidelines for sustainable development and whether or not it is possible at the international level remains open to experimentation, as it focuses on the crucial issue of the will of the future based on the principle of participation. For some time, international research organizations have brought to the world's attention a new vision of sustainability, based on the close correlation between environmental issues, peace, economic and social development, equity and justice, literacy, health, inviting all countries of the world to implement a partnership global for sustainable development, taking into account various assessments of the concrete possibilities of its application and therefore various assessments of the needs of goods or capital.[20]

[19] I. Scheffler, *The Language of Education*, Springfield, Illinois, 1960, p. 98.

[20] D. Tilbury, R.B. Stevenson, J. Fien, D. Schreuder, *Education and Sustainability: Responding to the Global Challenge*, IUCN, 2002, pp. 112 – 132.

These differences in assessment are expressed in the formulation of sustainable development scenarios that foresee a very weak, a weak, a strong and a very strong sustainability:

- very poor sustainable development accepts a reduction in natural resources if other types of "capital" (technology and infrastructure), human capital (education and health) and social capital (institutions and culture);
- poor sustainable development requires maintaining a minimum share of natural resources;
- strong sustainable development requires constancy between natural resources, so that non-renewable resources are balanced with more renewable resources;
- very strong sustainable development requires that future generations are guaranteed the same quality of each type of capital.

All four scenarios indicate the application of the ethical ideal, but this ideal is relativized in relation to what is considered realistically feasible. Therefore, guaranteeing sustainable development for future generations requires a level of human and cultural maturity and a common creative courage that undoubtedly requires an increasingly widespread educational interoperability, so that for every man, for every people, there are concrete possibilities to generate experiences, to expose oneself to the performative challenge. This project can be realized from the awareness that the differences in life, the reification of human relations, within the capitalist form of social organization, are a historical product, and therefore perfectible through a modification of the objective structures in which the human being realizes his relationship with nature and with the others.[21]

Conclusions

Adopting the educational perspective, it is necessary to specify that this concept of sustainable development, in relation to education, can be discussed from an analytical point of view, highlighting its ambiguities, limits, possible conceptual alternatives, common contents, and secondly, that the commitment towards sustainability is the result of continuous elaboration and involves all possible learning contexts – formal, non-formal, informal – and all ages of life.

[21] J. Foster, «Education as Sustainability», *Environmental Education Research*, vol. 7, no. 2, 2001, p. 56.

The educational dimension is called to seek an appropriate cultural elaboration to initiate innovative approaches for a different impact of human societies on the social and environmental balance of the planet. In this sense, pedagogical analysis is the bearer of a Weltanschauung, which can generate a new type of man and society. His investigation moves from the interpretive paradigm of local and global comparison, as a problematic horizon assigned to the study of human formation and conduct, to build a geography of education that shows how the practical-perceptive subject "forms" the world around him, investing -l and imbuing it with meanings and values.[22]

In the face of modern interactive and invasive technologies, with the radical externalization of public opinion, the practical purpose of education, in the broadest political sense, is to identify the directive vector of the questions of the time and to provide an answer to them. In this adjustment of the educational gaze that, refusing to reduce itself to the empirical, regresses behind each experience to capture in it the movement of historical life that traverses and fills it, pedagogy understands itself as a concrete historical praxis.[23]

In conclusion, we can say that there should be people who feel full of sustainable hope: people who do not accept to adapt to a political logic of the market, to a logic of the audience, but communicate true perceptions, communicate insights capable of generating innovative projects. The question of sustainability is of considerable theoretical and practical importance: it calls into question the place of the right to well-being in life, and therefore its specific meaning in relation to other forms of experience and activity that one is called upon to promote.[24]

REFERENCES

Bataille, G., (1976), *La limite de l'utile*, Paris, Editions Gallimard; tr. it. *Il limite dell'utile*, (2000), Milano, Adelphi.

Bauman, Z., (2001), *The individualized society*, Cambridge, Polity Press., tr. it. *La società individualizzata*, (2002), Bologna, Il Mulino - (2003), *Una nuova condizione umana*, Milano,Vita e Pensiero.

[22] I. Scheffler, *The Language of Education*, Springfield, Illinois, 1960, p. 112.

[23] M. Bonnett, «Education for Sustainability as a Frame of Mind», *Environmental Education Research*, vol. 8, no. 1, 2002, p. 41.

[24] M. Carley, P. Spapens, *Condividere il mondo. Equità e sviluppo sostenibile nel ventunesimo secolo*, Milano, Edizioni Ambiente, 1999, p. 99.

Bonnett, M., (2002), «Education for Sustainability as a Frame of Mind», *Environmental Education Research*, vol. 8, n. 1.

Brundtland, G.H., (1988*), Il futuro di noi tutti. Rapporto della Commissione mon-diale per l'ambiente e lo sviluppo*, Milano, Bompiani.

Cambi, F., (2006), *Abitare il disincanto. Una pedagogia per il postmoderno*, Torino, UTET.

Carley M., Spapens, P., (1999), *Condividere il mondo. Equità e sviluppo sostenibile nel ventunesimo secolo*, Milano, Edizioni Ambiente.

Chiosso, G., (2007), *I significati dell'educazione. Teorie pedagogiche e della formazione nel Novecento*, Milano, Mondadori.

Durkheim, E., (1925), *L'éducation morale*, Paris, Alcan; tr. it. *L'educazione morale*, (1974), Roma, Newton Compton.

Etzioni, A., (1988), *The moral dimension toward a new economics*, New York, The Free Press.

Frank, R.H., (1988), *Passions within reasons: the strategic role of the emotions*, New York, Norton.

Frey, B., (1997), *Not just for the money*, Edward Elgar Publishing, Cheltenham; tr. it. *Non solo per denaro* (2005), Milano, Bruno Mondadori. — (1999), *Economics as a science of human behaviour*, Boston, Kluwer Academic Publisher.

Foster, J., (2001), «Education as Sustainability», *Environmental Education Research,* vol. 7, no. 2.

Gough, S., (2002), «Increasing the Value of the Environment: a 'real option' metaphor for learning», *Environmental Education Research*, vol. 8, no. 1.

Hesselink, F., Van Kempen, P., Wals, A. (Eds.) (2000), *ESDebate. International debate on education for sustainable development*, Gland, IUCN.

Hickman L., Spadafora G. (Eds.) (2009), «John Dewey's Educational Philosophy», *International Perspective*, Carbondale, SIUP.

Jonas, H., (1979), *Das Prinzip Verantwortung: Versuch einer Ethik für die technologische Zivilisation*, Frankfurt/M.; tr. it. *Il principio responsabilità. Un'etica per la società tecnologica*, (1993), Torino, Einaudi.

Orr, D., (1992), *Ecological Literacy. Education and the Transition to a Postmodern Word*, Albany, State of New York University Press. — (1994), *Earth in mind. On Education, Environment and Human Prospect*, Washington, DC, Island Press.

Plant, M., (1995), «The Riddle of Sustainable Development and the Role of Environmental Education», *Environmental Education Research*, vol. 1, no. 3.

Rauch, F., (2002), «The Potential of Education for Sustainable Development for Reforming School», *Environmental Education Research*, vol. 8, no. 1.

Reid, A., (2002), «Discussing the Possibility of Education for Sustainable Development», *Environmental Education Research*, vol. 8, no. 1.

Robottom, I., Hart, P., (1993), *Research in Environmental Education. Engaging the Debate*, Victoria, Deakin University Press.

Sacconi, L., (1991), *Etica degli affari*, Milano, Il Saggiatore.

Scheffler, I., (1960), *The Language of Education*, Springfield, Illinois; tr. it. *Il linguaggio della pedagogia*, (1972), Brescia, La Scuola.

Stables, A., Scott, W., (2002), «The Quest for Holism in Education for Sustainable Development», *Environmental Education Research*, vol. 8, no. 1.

Sterling, J., (1996), «Education in Change», in J. Huckle, S Sterling (Eds.) *Education for Sustainability*, London, Earthscan Publication Limited.

Tilbury, D., Stevenson, R.B., Fien, J., Schreuder, D., (2002), *Education and Sustainability: Responding to the Global Challenge*, IUCN.

Weber, M., (1934), *Die protestantische Ethik und der Geist des Kapitalismus*, Tübingen, J.C.B. Mohr; tr. it., *L'etica protestante e lo spirito del capitalismo*, (1970), Firenze, Sansoni.

MULTILINGUALISM: STUDYING FOREIGN LANGUAGES IN POSTMODERNITY

CRİSTİNA NİCOLAESCU*

chris2013x@yahoo.com

Abstract: *Knowing and using two or more languages has obvious benefits - personal and social - in an increasingly globalized world. The phenomenon of multilingualism has been much studied in the last decades, due to its importance in social life. Besides the obvious and immediate advantages of multicultural communication or interaction, the research in the field of neuroscience and psychology has revealed the fact that bi- and multilingualism are fundamental factors that influence cognitive abilities. With the extension of intercultural and international dialogue, multilingualism should therefore be seen as one common phenomenon rather than an exception. This paper attempts to give prominence to the positive effects of multilingualism for higher awareness.*

Keywords: *speaking, foreign languages, education, multilingualism*

The concept of multilingualism refers to both the ability of a person to use several languages, and to the coexistence in the same geographical area of different language communities. The ability to understand and communicate in multiple languages is already a daily reality for most people around the globe, and it is a desirable competence for everyone. Social and economic transformations imposed changes in education. Thus, foreign languages, which until recently have been considered an optional, even elitist object of study, are now becoming one of the nodal points of the educational network. The knowledge of foreign languages turns, in a broad sense, the individual's access to social life and success in professional life. The promotion of linguistic diversity and the learning of foreign languages, which emphasizes the fact that a good knowledge of languages is one of the basic skills that every person needs for a true integration in contemporary society, as a facilitation of integration and social cohesion. The ability to understand and to communicate in several foreign languages means, in today's society, an important asset both on a personal level as well as on a social level, encouraging communication,

* **Prof. PhD. at Yozgat Bozok University, Turkey.**

fostering a deeper cultural understanding and the desire to extend that knowledge. The term "diversity" is considered more appropriate to the type of society based on equality, and "intercultural" is a vision that can demonstrate that individuals and cultures are in a dynamic process of interaction on various levels.

However, full success does not depend only on linguistic competence in the target language, but also on an accumulation of communication and sociocultural skills that allow both the approach, perception, interpretation and understanding of the foreign environment, as well as intercultural dialogue. Psychological research on multilingualism has shown that adults who have learned several languages communicate more effectively, have a better memory, an increased ability to effectively apply several learning strategies, they also have advanced critical thinking skills that are applied in solving problems. Polyglots prove more than a single philosophical view of the world, have a larger perspective on everything, show greater empathy and understanding for the opinions of others; they have exhaustive and inclusive cultural approaches, and are more objective towards their own ethnic groups' culture due to a greater cognitive flexibility. In order to be able to improve these skills, it is necessary for learners to listen and speak several languages frequently in a variety of circumstances.

The need to prepare multilingual students has given a new direction to the research in the field of foreign language didactics with the view to promoting innovative teaching and learning methods. Language teaching has evolved as a result of didactic interactions with several domains. The biggest change seems to be the introduction of pragmatic component into the education system. The idea that learning a foreign language must be done mainly by means of pragmatic situations is unanimously accepted at present. The acquisition of vocabulary in a few foreign languages may have a larger scope than memorization and comprehension:

> "Concerning the notion of a common lexical-semantic system, just such a system appears to be evidenced as lower levels of proficiency in additional languages, but there is also evidence that, as proficiency in additional languages increases, each develops a semantic system which has a degree of autonomy. Once again, it

would be premature to see neurolinguistics as having said the last word on this question; more research is clearly called for[1]."

ERASMUS is a program in the field of higher education which encourages transnational cooperation between universities in order to increase quality and emphasizing the European dimension of tertiary education through more mobility, by increasing transparency and full academic recognition of studies and qualifications in bachelor's and master's programs. It has become a part of the continuous learning program. Learning a foreign language involves not only perception, but also understanding the elements that make up a cultural system other than one's own. The relationship between the acquisition of a foreign language and cultural acquisition corresponding is found in the formation of the competence of intercultural or multicultural communication. Linguistic diversity in the world led implicitly to an increase in the need to know several foreign languages. Knowledge of foreign languages thus becomes a basic ability in this multilingual society. Moreover, plurilingualism, understood as a competence in at least two foreign languages, appears to constitute the central objective of the educational, cultural and social policy of the present and future in many countries.

"The way we use our language reveals our sense of 'who we are' – our personal and social identities. We are many things, though; we have multiple identities, so our language can be expected to be variable to allow us to construct these different aspects of our identities as we speak. Furthermore, since language is intricately related to the social, political and cultural contexts in which we live, analysing current processes of continuity and change in language behaviour can provide us with insights into trajectories of continuity and change in social life generally.[2]"

The main means by which plurilingualism can be promoted is the educational institutions is through teaching foreign languages along with their corresponding culture, a way by which one of the strongest formal areas of linguistic and cultural confluence is achieved. In this sense, the

[1] The Multilingual Lexicon, *Jasone Cenoz* ed., USA: Kluwer Academic Publishers, 2002, p. 176.

[2] Beyond Boundaries, *Language and Identity in Contemporary Europe*, Paul Gubbins and Mike Holt ed., UK: Cromwell Press Ltd., 2002, p. 19

acquisition of foreign languages should be stimulated from early childhood, and in the span of a lifetime the contact between speakers of different foreign languages should be strengthened. On the current language market, the process of teaching and learning foreign languages has acquired a different value for these obvious reasons. The transmission of foreign language knowledge can no longer be separated from the transmission of knowledge of foreign cultures and civilizations. This means a transition from the traditionalist model, strictly philological, to a new model oriented towards the practical use of foreign languages based on new quality standards:

> "Whereas previous research has predominantly looked at the spectrum of varying language constellations, including aspects of multilingual oral and written proficiency, the time has now come to look in detail at the form-function relationship between the languages involved in multilingual communication and the mechanisms relating multilingual communicative processes to fundamental social structures.[3]"

Languages define personal identities but are equally part of a shared cultural heritage. There are many arguments in favor of bold educational policies regarding language learning. As for learners, there are new perspectives, personally and professionally, while for society they bring cultural awareness, mutual understanding and social cohesion. In all type of business, employees with linguistic and intercultural competences represent an essential ability, helping them succeed and grow in global markets. A research strategy whose main goal is the acquisition of the social-cultural pluralistic dimension should be applied in the study of foreign languages through an interdisciplinary methodical process.

The management of plurality in the educational space brings to foreground a new form of pedagogy, specific to the postmodern paradigm, that of sociocultural diversity as natural states of contemporary societies. Effective multilingualism policies and initiatives can multiply opportunities for citizens; at the same time language skills increase the chances of getting a job, facilitate access to services and rights and strengthen solidarity by improving intercultural dialogue and social cohesion:

[3] Multilingual Communication, Juliane House and Jochen Rehbewing ed., USA: John Bejamins BV, vol. 3, 2004, p. 9.

"The increasing spread of multilingualism and the importance of language within society have led several scholars to investigate multilingual behaviour over the years, as evidenced by the strong tradition of work on sociolinguistic and educational aspects of multilingualism.[4]"

There are various typologies of multilingualism, which are based on various criteria such as sociological, psychological and linguistic ones. The following distinctions though are common in specialized literature:

a) as to the degree of social inclusion of the phenomenon it is generally called social multilingualism, that can be further be collective, of an entire community, or group multilingualism; there is also individual multilingualism:

b) depending on the age of formation: successive or sequential multilingualism - the second language is learned after the fixation of the first language after a few years or late multilingualism - similar distinction to the previous one, but which allows the identification of some subtypes depending on the age at which it is learned second and third language. The multilingual speaker can acquire languages without formal education. Even in case in simultaneous bilingualism, usually one of the languages dominates. This type of bilingualism usually occurs in children raised by bilingual parents in a predominantly monolingual environment or in children raised by monolingual parents in countries where different languages are spoken;

c) as to the relationship between languages reflected by usage, compound multilingualism refers to the case when languages are viewed as functionally similar, their units being in a correspondence relationship like languages learned at school. Speakers can usually be fluent in two or three linguistic systems but in coordinated multilingualism languages are functionally separated, as if their units expressed partially or totally distinct meanings in the case of languages used in official situations as opposed to the ones used in the family or with friends. Speakers use for each language an intonation and a different pronunciation, associated with different social behavior;

d) as to the degree of knowledge there is a symmetrical multilingualism when all languages are equally known and asymmetric

[4] De Agelis, Gessica, *Third or Additional Language Acquisition*, UK: Cromwell Press Ltd., 2007, p. 1.

multilingualism when there are differences in the levels of language knowledge;

The study of multilingualism allows the identification and description of the mechanism and its structural consequences of contact between languages. Multilingualism determines the appearance of interference phenomena at all levels of the structure of idioms in contact, triggering processes of reorganization of such patterns. Although being composite in nature, multilingualism is associated with permeability to interference when playing its communicative role.

Code switching usually occurs in multilinguals. The concept of code switching denotes the individual's ability to switch from one language to another, from one dialect or a style to others in the course of verbal interaction, or, in the terms used by Carol Myers-Scotton, bilinguals' selection of embedded language forms, in matrix language statement, during the instance of communication.

It is assumed that the bilingual or generally multilingual speakers can intuitively identify matrix languages, like the one that allows the mixing of some elements belonging to another but at the same time there is always the possibility of changing between them, depending on various factors, either synchronically, in the same interaction, or diachronically, as a result of a certain historical-political development of a community. The shift corresponds to the act of assuming one identity or another, situationally motivated, and it is considered to be a common phenomenon in multilingual communities. The constant interest in the dissemination of multilingualism is the highest motivator of learning, once with the increase of awareness of its importance in personal and social environments through various programs dedicated to linguistic acquisition in formal and informal situations. In addition to tourism and the Internet, which represent real engines for the development of multilingualism, education through entertainment is, undoubtedly, one of the most powerful and effective ways of motivation as an alternative to the study of languages at school.

Conclusions

Language learning has an intercultural value and this activity generates benefits for the individual but also for society as a whole. Training in accordance with the new requirements of the current context is subject to transformations at the theoretical and psycho-pedagogical level, education based on a pedagogy of socio-cultural diversity mobilizing

complex cognitive, affective, actional and social resources. From this perspective, the process of teaching and learning foreign languages acquires an integrative content.

REFERENCES

Cenoz, Jasone ed., (2002), *The Multilingual Lexicon,* USA: Kluwer Academic Publishers.

De Agelis, G., (2007), *Third or Additional Language Acquisition,* UK: Cromwell Press Ltd.

Gubbins, Paul and Holt Mike ed., *Beyond Boundaries, Language and Identity in Contemporary Europe* (2002), UK: Cromwell Press Ltd.

House, Juliane and Rehbewing Jochen ed., (2004), *Multilingual Communication,* vol. 3., USA: John Bejamins BV.

Lighthown, Patsy M. & Spada Nina, (2013), *How Languages Are Learned*, UK: Oxford University Press.

Richards, Jack C. and Renandya Willy A., eds. (2002), *Methodology in Language Teaching. An Anthology of Current Practice*, UK: Cambridge University Press.

ON THE SPECIFICS OF EDUCATION IN MODERN UKRAINE

INNA KOVALENKO[*],

kinna087@gmail.com

KSENIA NESTERENKO[**]

ksn.nesterenko@gmail.com

Abstract: *The purpose of the article is to study the educational opportunities of forced migrants' children due to military action in Ukraine. For this purpose, the main stages of the development of Ukrainian pedagogy, the place of family and home education in the structure of education, types of education and forms of its acquisition, evolution of forms of organization of education, educational opportunities of children displaced abroad, the process of forming time banks are gradually considered.*

Keywords: *education in Ukraine, homeschooling, educational process in the conditions of war, education for forced migrants.*

Russian military aggression has affected all spheres of life in Ukrainian society. Strong missile strikes were inflicted, in particular, on numerous educational institutions: almost 1,000 nursery schools, schools, professional, pre-professional and higher education institutions were damaged, and almost 100 of them were completely destroyed. Today, many institutions of higher, professional undergraduate education and separate structural units moved from temporarily occupied territories or from places where active hostilities are taking place. Approximately two-thirds of Ukrainian children were forced to leave their homes because of the war, becoming either refugees abroad or internally displaced persons (IDP). Under these conditions, the problem of ensuring the continuity of education of Ukrainian schoolchildren arises.

[*] **PhD. in Philosophy, Associate Professor of Philosophy Department, Yaroslav Mudryi National Law University, Kharkiv, Ukraine.**

[**] **PhD. in Philology, Associate Professor of Foreign languages Department, Yaroslav Mudryi National Law University, Kharkiv, Ukraine.**

For this purpose, the mechanisms for providing offline education are being worked out, since only those schools that are equipped with bomb shelters can be opened. In addition, many educational institutions have been turned into shelters for forced migrants; the restoration of educational institutions damaged by shelling continues. The state does not yet have the law on the social protection of children who have received the status of a child injured as a result of hostilities and armed conflicts, and there is still no comprehensive state target program for the rehabilitation of this category of the population.

In view of the above, the role of the creative family space is increasing in order to increase the interest and motivation in education of children who were forced to leave their homes as a result of military aggression. Since the family is the primary basis for the harmonious development of society, emphasis on the issues of family creation, formation and distribution of the general family budget will allow involving all family members and coordinating their interests into the process of creating conditions for their children further education.

The study of individual issues of the organization of home and family education has its own history in domestic and foreign pedagogical thought[1]. However, there are still no thorough works devoted to the analysis of the phenomenon of home and family education in the modern age. In addition, not all scientists include education in the list of the main functions of the family. Thus, in particular, for quite a long time, the possibility of organizing home schooling was allowed only due to certain physiological and intellectual reasons. In addition, family education is only one of several possible forms, while the equating of family, home education and family form of education is often found in the scientific

[1] Zh. Vykhrestenko, *Home (Family) Education as an Alternative Form of General Secondary Education,* 2021. Available at: https://altosvita.in.ua/post/vykhrestenko-homeschooling-as-alternative-form/; O. Yelnikova, Home schooling as an alternative form of general secondary education, 2015. Available at: http://education-ua.org/ua/articles/361-domashne-navchannya-yak-alternativna-forma-zagalnoji-serednoji-osviti; E.D. Woodford, Indigenous Ways of Teaching and Learning as Unschooling: Relevant Studies and Contemporary and Indigenous Definitions of Unschooling. *Journal of unschooling and alternative learning*, 2020, 14 (27), 1-19; Ch. Neusiedl, ANPED in practice Radical unschooling among families. *Revolutions in learning and education from india. Pathways towards the pluriverse*. UK: Routledge/Taylor & Francis Group, 2021, *127-155;* P. Gray, The Benefits of Unschooling: Report I From a Large Survey. What, to unschoolers, are the benefits of skipping school? 2012. Available at: http://goo.gl/tMOETN.

literature. Family education as a form of education has recently been reflected in the legislative space of our country. Therefore, the coverage of these issues is currently relevant and timely.

Family upbringing and development is the oldest type of education, which received a lot of attention. Even against the background of the significant spread of schools, upbringing and education of children under the age of 7 usually took place in the family. Of course, the research into Ukrainian pedagogy should not be limited to a brief description, however, we consider it appropriate to make a small excursion into history, after which we proceed to the interpretation of education and its components.

The development of folk pedagogy on Ukrainian territory has a long history and its own periodization. The first was folk pedagogy of the pre-Christian era, the content of which reflected the real process of everyday life, initiation rites of people, etc.

The next stage is the folk pedagogy of the princely age shows the differentiation of the process of education and upbringing: military training and training with squads, monastery schools, schools of literacy (for children of boyars, merchants, etc.), women's schools (education of women from noble families), nursing (mentors of minor princes - individual training).

Folk Cossack pedagogy was aimed at the education of Cossack knights, family education, school (Sich, monastic, parish, regimental schools).

Family and community pedagogy of the 19th century was represented by rural schools, gymnasiums, parish schools, county schools, lyceums, institutes for noble girls, universities.

The achievements of pedagogy during the time of Ukrainian statehood were the Project of a unified school in Ukraine on 12-year general secondary education, the magazines "Education", "New School", "Free Ukrainian School".

During Soviet times, Ukrainian pedagogy was a component of Soviet culture (1933-1958) and the stage of attempts at democratic development (1958-1985).

At the moment, the modern stage is in progress - the formation and development of pedagogy in independent Ukraine.

The concept of "education" is polysemantic and in recent years has significantly changed its meaning: it entered the national lexicon only in the 18th century to denote the developmental and educational formative influence of learning on the personality and for a long time was used as a

synonym for the concept of "upbringing ", later - as a synonym for the concept "training"[2]. It should be noted that the issue of the relationship between the concepts of "upbringing", "education" and "training" is debatable: the broadest concept is upbringing, which includes education and training[3]; the relationship of the outlined concepts should be considered according to the defined levels. At the highest social level, "upbringing is a concept that has the largest volume among all the mentioned ones, therefore it includes both education and training", and at the highest pedagogical level, "the general, comprehensive meaning belongs to education, which is carried out through training and upbringing, they function as equal factors, but have pronounced specificity and thus complement each other"[4].

According to the legislation[5] in Ukraine, there are three types of education - formal, non-formal and informal. Formal education is obtained according to educational programs in accordance with determined by law the levels of education, fields of knowledge, specialties (professions) and provides for the achievement by the students of the learning results of the corresponding level of education and the acquisition of qualifications recognized by the state, determined by the education standards. Non-formal education is obtained, as a rule, through educational programs and does not provide for the awarding of state-recognized by the education level educational qualifications, but may end with the awarding of professional and/or the awarding of partial qualifications. Informal education involves the self-organized acquisition of certain competencies by a person, in particular during everyday activities related to professional, social or other activities, family or leisure.

Education is carried out in the appropriate forms, which are: institutional (full-time, part-time, distance, network), individual (externship, family, pedagogical patronage, at the workplace) and dual, which involves the combination of training in educational institutions with training in other places (enterprise, institutions, organizations, etc.).

---

[2] S. Sysoieva, The field of education as an object of research. *Education*, 2012, 1, 22-29. Available at: http://lib.iitta.gov.ua/711865/1/S_Sysoieva_SOOD%281%29.pdf [in Ukrainian].

[3] I.O. Bolshakova, Learning content: to the question of the essence of the concept. *Bulletin of Mykhailo Ostrogradsky KrNU*, 2015, 1, 7-15 [in Ukrainian].

[4] I.O. Bolshakova, *op. cit*.

[5] Law of Ukraine «On Education». Available at: https://zakon.rada.gov.ua/laws/show/2145-19#Text

As a rule, a certain form of training is understood as a way of organizing education, which suggests the identification of the concepts of "education" and "training". However, in the scientific literature there are different points of view regarding the explanation of the essence of training. In particular, training is defined as:

- *process* (transfer of knowledge, abilities, skills and formation of experience of creative activity in a specific field);
- *activity* (is the basis of the movement of scientific knowledge from the abstract to the concrete and is aimed at fulfilling the social order given to the educational institution);
- *active educational interaction* (purposeful activity of teachers and students, during which the latter acquire knowledge, acquire abilities and skills, form a worldview and develop creative potential);
- *управлінська функція* (є управлінням діяльністю учнів через слово); management function (is the management of students' activities through the word);
- *systemic category* (integrity of procedural and substantive aspects and relations occurring in the educational environment) [6].

We agree with the opinion that education appears as a triad of interconnected phenomena - training (the formation of value-oriented and structurally determined procedures aimed at the accumulation, systematization and generalization of practical experience related to the active transformative activity of a person); education (the process of transfer and assimilation of the accumulated experience of the object of education in order to achieve a certain completed socially approved image of the personality) and development (qualitative improvement of anthropological features).

According to the Law of Ukraine "On Education", the goal of education is the comprehensive development of a person as an individual and the highest value of society, his or her talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and directing one's activities for the benefit of other people and society, enriching on this basis the intellectual, economic, creative, and cultural potential of the Ukrainian people, raising

[6] A.M. Synhaivska, *Distinguishing the concepts of "teaching" and "learning"*. Bulletin of NTUU KPI Philosophy. Psychology. Pedagogy, 2011, 3, 145-149 [in Ukrainian].

the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice. We can summarize that the goals of education are consciously determined expected results that an individual, educational institution, community, region, state, society as a whole seeks to achieve with the help of the formed education system in the near future.

According to UNICEF, more than 1.8 million Ukrainian children are currently abroad. The website of the Education Ombudsman of Ukraine states that it is extremely important that every child who is forced to leave Ukraine because of the war continues to get an education in a form convenient for him or her, and it is equally important that the child undergoes adaptation in the educational institution of the host country and at the same time would not deviate from the educational standards of our country[7].

Currently, almost 20 European countries provide educational opportunities for Ukrainian children. Training is carried out according to several models. Thus, in some schools, separate classes have been created for Ukrainian children (Austria, the Netherlands, the Czech Republic). A more common model is education under integration programs, which allow Ukrainian schoolchildren to adapt to a foreign-language educational environment faster (Belgium, Greece, Spain, Italy, France). Saturday and Sunday Ukrainian optional schools are actively functioning (Greece, Denmark, Spain, Belgium, Netherlands, Germany, Norway, Romania, Hungary, Sweden). As a rule, educational services are provided free of charge.

Therefore, most countries have created flexible learning models for Ukrainian schoolchildren. You can study at a foreign school and a Ukrainian school at the same time - remotely. If the family has moved to another region, it has the opportunity to choose in which educational institution the child attends classes, including distance training. For IDPs within Ukraine, there are the following options: school at the place of registration; school of choice of parents/student; a private school offered by the Ministry of Education and Culture for distance learning; externship; family form of education.

[7] Site of the Educational Ombudsman of Ukraine. Available at: https://eo.gov.ua/yak-dity-shcho-vymusheno-pokynuly-ukrainu-mozhut-prodovzhyty-navchannia/ [in Ukrainian].

In connection with the appearance in the Law "On Education" of the status of "family (home) form of education" and in connection with military actions in the country, the need to create a family creative center appeared. This is especially relevant today, when more and more families consider it expedient to transfer a child from a traditional school to home schooling and more and more parents are dissatisfied with the quality of education in a traditional school. Today, there are practically no family centers in the country, where children could be together with adults, studying and researching the problems of society. Therefore, the creation of volunteer time banks is relevant. The calculation tool for all types of services is 1 hour of spent time. Time for all participants is estimated the same, regardless of the content of the work performed, education, skills and abilities: one astronomical hour is equal to one accounting unit. In today's conditions, the time bank can be considered as an alternative non-monetary equivalent of value. A time bank is an organization that takes into account (records) for its participants how many hours of their time this or that participant spent on providing various services to other participants (credit to the participant's account in the time bank), and how much time was spent by other participants on providing consumed services by one or another participant (spending from the participant's account in the time bank). Thanks to the creation of a time bank, the exchange of services between people, their communities, organizations, institutions, enterprises, mutual crediting and mutual assistance (colaboration, cooperation) is organized. Thus, parents of homeschoolers, tutors and private tutors can be involved in the functioning of time banks, offering their services to students and receiving appropriate services from other participants.

REFERENCES

Bolshakova, I.O., (2015), Learning content: to the question of the essence of the concept. *Bulletin of Mykhailo Ostrogradsky KrNU*, 1, pp. 7-15 [in Ukrainian].

Gray, P., (2012), The Benefits of Unschooling: Report I From a Large Survey. What, to unschoolers, are the benefits of skipping school? Available at: http://goo.gl/tMOETN.

Law of Ukraine «On Education». Available at: https://zakon.rada.gov.ua/laws/show/2145-19#Text

Neusiedl, Ch., (2021), ANPED in practice Radical unschooling among families. *Revolutions in learning and education from India. Pathways towards the pluriverse*. UK: Routledge/Taylor & Francis Group, pp. 127-155.

Site of the Educational Ombudsman of Ukraine. Available at: https://eo.gov.ua/yak-dity-shcho-vymusheno-pokynuly-ukrainu-mozhut-prodovzhyty-navchannia/ [in Ukrainian].

Synhaivska, A.M., (2011), Distinguishing the concepts of "teaching" and "learning". *Bulletin of NTUU KPI Philosophy. Psychology. Pedagogy*, 3, pp. 145-149 [in Ukrainian].

Sysoieva, S., (2012), The field of education as an object of research. *Education*, 1, pp. 22-29. Available at:

http://lib.iitta.gov.ua/711865/1/S_Sysoieva_SOOD%281%29.pdf [in Ukrainian].

Vykhrestenko, Zh., (2021), *Home (Family) Education as an Alternative Form of General Secondary Education*. Available at:

https://altosvita.in.ua/post/vykhrestenko-homeschooling-as-alternative-form/[in Ukrainian].

Woodford, E.D., (2020), Indigenous Ways of Teaching and Learning as Unschooling: Relevant Studies and Contemporary and Indigenous Definitions of Unschooling. *Journal of unschooling and alternative learning*, 14 (27), pp. 1-19.

Yelnikova, O., (2015), *Home schooling as an alternative form of general secondary education,* 2015. Available at: http://education-ua.org/ua/articles/361-domashne-navchannya-yak-alternativna-forma-zagalnoji-serednoji-osviti [in Ukrainian].

PSYCHOLOGICAL ASPECTS OF SECOND LANGUAGE ACQUISITION: A CASE STUDY INDONESIAN EDUCATIONAL SYSTEM

YUNIDAR NUR*,

yunidar.untad@gmail.com

MUHAMMAD YUNUS,**

muhammadyunus@umi.ac.id

ULINSA ULINSA***

ulinsa@umi.ac.id

Abstract: *One of the most controversial issues in applied linguistics concerns the role of conscious and unconscious processes in second language acquisition. Some scholars believe learners must consciously understand the language system to develop and apply the proper forms. Behaviourists, who want to exclude consciousness from psychological explanation, argue against consciousness' significance in behaviour and learning. The debates between both adherents of conscious and unconscious processes in second language learning still linger. The English language is one of the most commonly used language all over the world. Learning English gives students access to more information and research. English is interlinked with most third-world countries' social, economic, and educational development. However, the English language is a second language in Indonesia. A substantial amount of research has examined the influence of characteristics including age, gender, and cognitive aptitude on second language learning. However, psychological factors should also be given equal importance. Thus, this research exposes the psychological factors involved in learning as a second language in the Indonesian educational system. This research shows the influence of sociocultural variables on second language acquisition. This work will review the Neuro-Linguistic Programming skills, strategies, and techniques to overcome mental difficulties with learning English as a second language in Indonesia.*

* **Lecturer, Teacher Training and Education Science Department, Universitas Tadulako, Indonesia.**

** **Lecturer, Department of English Education, Universitas Muslim, Indonesia.**

*** **Lecturer, Teacher Training and Education Science Department, Universitas Tadulako, Indonesia.**

Keyword: *English Language, Indonesia, Second Language Acquisition; Language learning.*

Introduction

Humans communicate with one another through the means of language. Humans and animals are used to exchanging messages with one another. Humans use words to communicate, but animals mostly communicate through gestures and noises. Syntax, phonology, morphology, and other principles govern the connection of words to form sentences and questions. Language continues to evolve by introducing new words to describe new concepts. Man cannot effectively operate in societies without language[1]. All humans are required to communicate their feelings, ideas, and emotions to one another. Language is a vital component of life that reveals identity and is also the emblem of a community. The manner in which a person uses language might reflect his educational level and other aspects of his way of life. Good language skills and fluency pave the path for a successful job. Language consists mainly of speech, which takes the form of conversation or dialogue.

The earliest language spoken by humans has been the subject of academic debate for millennia[2]. No evidence or proof exists regarding the origin or antiquity of the human language. Due to the absence of concrete evidence, it is difficult to examine this issue. Therefore, scholars who wish to investigate the origin of language must draw upon various types of evidence, including fossils, archaeological evidence, contemporary language diversity, studies of language acquisition, and comparisons between human language and animal communication systems. Numerous designs on rocks and forms on wooden bark have been discovered, and scholars believe that they may have been the language or interpretation used by early man to communicate. There are several hypotheses about the origin of language. However, modern experts assert that the origins of language are likely related to the origins of contemporary human behaviour and lifestyle. Humans creatively utilise language and may have

[1] A. Tripp, Alayo, and M. Benjamin, "Perceiving gender while perceiving language: Integrating psycholinguistics and gender theory." *Wiley Interdisciplinary Reviews: Cognitive Science* 13.2 (2022): e1583.

[2] Moore, Roger K., "Is spoken language all-or-nothing? Implications for future speech-based human-machine interaction." *Dialogues with Social Robots*. Springer, Singapore, 2017, 281-291.

acquired it through animal signals[3]. The precise shape of language may emerge through the speech community's development. Thus, words are not always innate but may be creatively learned from the outside world. Today, a lot of people learn multiple language. Some persons have learned their "native language" and have to learn a second language.

Second language acquisition refers to acquiring a second language alongside one's native tongue. Successful language acquisition occurs when the second language is learned utilising the instruments of phonology, morphology, syntax, semantics, and vocabulary. There are several distinctions between the native and second languages. First language acquisition is a natural process. On the other hand, the second language cannot be learned spontaneously and must be taught. Today, English is one of the most widely spoken languages in the world. In the past, the British were the only people who spoke the English language. It is a fact that English has become an international language therefore it does not belong only to native speakers in English-speaking countries. It has truly belonged to the world as the global lingua franca of this century, it has been adopted as a second language by many countries of the world. Second language English speakers communicate in English not just with native English speakers but also with other second language or foreign language English users. There are difficulties related with second-language English acquisition. Thus, this study reveals the psychological aspects of English as a second language acquisition in the Indonesian educational system.

Second Language Acquisition

Second language is the language which students learn in addition to their native language. It can be learned in formal or in informal way. The learner may strain to learn a new language, because they may not get enough chance to speak. Kotsyuk (2015) recognised the wide range of learning a language by the non-native speakers. Learning one or more languages is a huge encounter that has the ability to impact the course and proficiency of learner's advancement[4]. According to Kotsyuk (2015), the potential effect of learning more than one language may improve learner's cognition.

[3] J. Tore, *Speak: A short history of languages*. OUP Oxford, 2002.

[4] M. Kotsyuk, "English language error analysis of the written texts produced by Ukrainian learners: Data collection." *Cognitive Studies,* 15, 2015, p. 389.

Some researchers say that a number of individuals trusted that learning more language does not trigger perplexity[5]. It has no inalienable negative effect on learners' improvement and has some socio-cognitive advantages. Specifically, the children who learn more language demonstrate a few favorable circumstances in understanding the convictions of others and the communication needs of their conversational accomplices. They also accomplish higher scores than monolingual learners on various psychological capacity tests, including mental adaptability, non-verbal critical thinking assignments, understanding the regular inception of names, recognizing semantic comparability and phonetic similitude and the ability to pass judgment on the grammaticality of sentences. The situation in which the bilingualism or second-language learning happens is vital. Factors that can influence the results of learning additional language improve incorporate parental frames of mind towards acquiring new language. The status of the language in the network and the socio-cultural context may develop the language learners.

According to Leung, Constant (2007), a great deal can be found out about a second-language student's perusing capacity by utilizing a similar evaluation measures as one would use for a monolingual learner[6]. Gaps between listening cognizance and perusing understanding and information about the learner's performance in the home language are additionally critical data that ought to be surveyed. Different wellsprings of data can add to the legitimacy of the finding, for example, report cards from the nation of origin, talk with information on the accomplishment of formative achievements, past appraisals, and the language and scholarly accomplishment of learners. It is basic to consider the family social and phonetic foundation, cultural assimilation and parental attributions about their learners' scholastic troubles. Since there is no proof that bilingualism negatively affects children's scholarly and socio enthusiastic advancement, guardians can be urged to talk their local language at home and enable their pupils to gain proficiency with the dominant part language in school. The proof for the staggering positive advantage of bilingualism, together with proof that bilingual learners are not intellectually disabled,

[5] C. Tillmann, and N. Hermann, "Selection criteria for word trigger pairs in language modeling." *International Colloquium on Grammatical Inference*. Springer, Berlin, Heidelberg, 1996.

[6] C. Leung, "Dynamic assessment: Assessment for and as teaching?." *Language Assessment Quarterly*, 4, 3, 2007, pp. 258.

demonstrates a critical job for schools[7]. They can give a way to the learner to develop their language aptitudes in the school language and empowering them to turn out to be full members in the study hall and receive the rewards of their instructive experience.

English as Second Language in Indonesia

There are numerous valid justifications to acquire English as a second language. There are in excess of 6,000 unique language spoken throughout the world[8]. As indicated by the latest insights, English is the first language of more than 375 million individuals[9]. English is the official language in fifty four nations that spread Europe, the Americas, Africa, Asia, and Australasia, and which incorporate nations as various as New Zealand, South Africa, Belize, India, Malta, and Singapore[10]. This implies English is a really all inclusive language that makes correspondence over the globe simple and helpful. English is the world's most well-known second language. The British Council evaluates that more than one billion individuals are learning English as a second language at some random time. English is educated at school as a second language in several nations throughout the world, from France to Thailand, Israel to Malaysia, in Sweden, China, and in numerous different nations.

After 350 years of occupation, Indonesia gained independence from the Dutch on August 17, 1945. However, the nation could not legally create its Republican government until August 17, 1950, since the conflict with the Dutch lasted for many years after independence day, and the Indonesians did not get Dutch acknowledgement of their independence until December 27, 1949[11]. Throughout 1950, the government began to address the nation's social and cultural concerns, especially education. Indonesians were reluctant to acquire Dutch for two reasons: first, it was the language of their former rulers; and second, Dutch did not have the

[7] A, Sene, "The Intellectual in Gorgui Dieng's A Leap Out of the Dark (2002)." *Alkebulan: A Journal of West and East African Studies*, 2, 1, 2022, p. 41.

[8] L. McKay and D. Bokhorst-Heng. *International English in its sociolinguistic contexts: Towards a socially sensitive EIL pedagogy*, Routledge, 2017.

[9] S. Rao, "The role of English as a global language." *Research Journal of English*, 4, 1, 2019, pp. 65-79.

[10] Y. Kachru and S. Larry, "The Karmic cycle of world Englishes: Some futuristic constructs." *The Handbook of World Englishes*, 2019, pp. 761-762.

[11] P. Bijl, "Colonial memory and forgetting in the Netherlands and Indonesia," *Journal of Genocide Research*, 14, 3-4, 2012, pp. 441-461.

same international significance as English. In contrast to nations like Singapore, the Philippines, and Malaysia, English is officially acknowledged as a second and foreign language in Indonesia[12].

Since English is a global language used for a variety of purposes, it has been mandated that all students in Indonesia must study it by the time they reach the secondary level. However, some institutions provide English instruction from the primary through the tertiary or higher education levels. In addition, some private schools now require children to study English at the primary level, while others utilise English as the primary language of teaching in all classrooms. It is fascinating that people are becoming more conscious of the significance of English in their lives, not just in terms of its roles in knowledge, science, and technology, but also in economic activity and professional advancement in Indonesia. This rise in awareness is bolstered by the increasing prevalence of schools utilising English as a medium for transmitting information to students, employment adverts that are aired and written in English, and news and television programmes that are done in English.

Additionally, English is necessary for specific occupations as a soft skill. These factors increase the necessity for Indonesians to use and learn English. In Indonesia, English as a foreign language is seldom used outside of the classroom, unlike Bahasa Indonesian language[13]. Outside the classroom, Indonesian students speak either Bahasa Indonesian or their native language. This problem impacts the English proficiency of Indonesian students. Thus, English language instruction in Indonesia has been widely seen as a failure[14]. This is because most Indonesian students cannot communicate effectively in English after their studies[15]. To develop their English skills, students in Indonesia must enroll in an English course outside their school's English instruction, or they may also participate in

[12] R. Rahmi, "The development of language policy in Indonesia," *Englisia: Journal of Language, Education, and Humanities,* 3, 1, 2015, p. 22.

[13] H. Sundari, "Classroom interaction in teaching English as foreign language at lower secondary schools in Indonesia." *Advances in language and Literary Studies*, 8, 6, 2017, p. 154.

[14] N. Hidayat, Y. Lee, J. Mason and T. Khaerudin, Digital technology supporting English learning among Indonesian university students. *Research and Practice in Technology Enhanced Learning*, *17*, 1, 2022, p. 15.

[15] M. Mashudi, et al. "The Impact of English Cultural Awareness on Indonesian Advanced EFL Learners' Grammar Knowledge." *International Journal of Society, Culture & Language,* 10, 1, 2022, p. 99.

specific English training such as English for particular reasons, English conversation, TOEFL, IELTS, etc.

According to Regulation No. 22 of 2006 issued by the Minister of National Education of the Republic of Indonesia on Content Standards for Primary and Secondary Education Units. English is taught two hours per week in elementary school (as a Local Subject for classes IV, V, and VI) and four hours per week in junior and senior high school, as of October 20, 2009[16]. Moreover, the standard competency of an English graduate for each level is communicative competence in the form of spoken language accompanying action for elementary school, in the form of spoken and written language for achieving functional literacy level for junior high school, and in the form of spoken and written language for achieving informational literacy level for senior high school. In this curriculum, the syllabus is viewed as the plan of the learning process with a lesson plan - RPP, which includes the standard of competence, the primary standard, the material, the learning activities, the learning indicators, the assessment, the time allocation, and the resources.

The National curriculum is prepared by a teacher or group of teachers under the supervision of the department of education based on the standard of content, the standard of graduate competency, and the guideline of the organisation of a school-based curriculum. In addition, the principles of curriculum development are scientific, pertinent, methodical, consistent, adequate, real, contextual, adaptable, and exhaustive. Moreover, the following are the stages of development: (1) investigating and determining the standard of competence, (2) investigating and deciding basic competence, (3) identifying primary topic/material, (4) constructing learning activity, and (5) formulating indicators, (6) deciding kind of assessment, (7) allocating time, and (8) allocating resources.

Advantages of Learning English as a Second Language

Learning English as a second language could be a standout amongst the best choices that the learner ever makes. Being conversant in English can help the learner from numerous points of view, regardless of whether

[16] W. Wachidi, A. Rodgers, and Dmitriy Yu Tumanov. "Professional competence understanding level of elementary school in implementing curriculum 2013," *International Journal of Educational Review*, 2, 1, 2020, p. 105.

they want to travel, think about in an English-talking nation, emigrate, or improve their vocation prospects. Consider the accompanying:

1. English is the most prevalent language on the Internet. In 2010, the internet had in excess of 536 million English-talking clients. Almost 5.5 billion sites are accessible in English[17].
2. Approximately 66 percent of the world's researchers and scientists utilize English as a second language[18].
3. Twenty-five percent of the total population communicate in English at essential middle of the road level[19].
4. The learner basically cannot get into certain callings except if they are equipped in English. A portion of these callings incorporate air traffic controller, the discretionary part, and a few employments in the registering or data innovation industry. In every part of the field English language is given prior role.
5. If one needs to live and work in an English-talking nation, migration experts may ask about the endorsement that demonstrates English language abilities of the workers.

To sum up, the students live in a globalized reality where just capable English speakers have the best chances to advance and excel in their own and expert lives.

Difficulties of English Learners

There are many problems that Indonesians face when learning English as a second language. Below are the following:

Pronunciation Problems

The students are baffled inevitably, while they attempt to convey expressions in English language. For instance, English vowel sounds are famously hard to ace for speakers of dialects like Spanish or Italian[20]. This

[17] J. Hemsley-Brown, "'The best education in the world': reality, repetition or cliché? International students' reasons for choosing an English university." *Studies in Higher Education*, 378, 2012, p. 1005.

[18] Z. Dörnyei, and T. Tatsuya, *Questionnaires in second language research: Construction, administration, and processing*. Routledge, 2009.

[19] J. Himmelstein, et al. "Health Care Spending and Use among Hispanic Adults with and without Limited English Proficiency, 1999–2018: Study examines health care spending and use among Hispanic individuals with and without limited English proficiency," *Health Affairs*, 40, 7, 2021, p. 1126.

[20] A. Pereltsvaig, *Languages of the World*. Cambridge University Press, 2020.

is also the case with Indonesian Language. There are just five vowel sounds in Spanish, yet there can be up to twenty vowel sounds in English. Chinese speakers may have issues articulating the distinctive "r" sounds in English, and Arabic speakers think that it's hard to articulate the "p" sound, as it does not exist in their primary language. The teacher can have more concentration on pronunciation of the learners. They can use the techniques of language teaching to improve the language skills.

Syntax and Grammar

Numerous students move the linguistic examples of their first language into English. For instance, numerous Asian dialects do not utilize articles 'a, an, the', which results in off base sentences like "My mom is a specialist". Indonesian speakers may make an interpretation straightforwardly from Bahasa Indonesia into English and make statements like "I have 20 years of age". French speakers may have issues with word request and develop inaccurate sentences like "I play at times football" or "he is your sibling?" This may make an issue in understanding the English language. The student can invest more energy in getting the best possible utilization of syntax in sentence.

Problems with vocabulary

The wrong utilization of jargon is another basic test. English has many "false companions' which means words that are comparative in one's primary language and in English yet which mean various things. For instance, "heaps" signifies batteries in French and the word additionally exists in English, however it does not mean batteries yet it really implies hemorrhoids. Spanish speakers may abuse the word 'thoughtful' which means caring in English, believing that it implies equivalent to the Spanish word 'simpatico' signifies well disposed.

Psychological Aspects of Second Language Acquisition

Second language acquisition entails learning the second language in the same manner as the first. According to Ellis, acquisition occurs not just in the learner's mind but also through the interplay of mind and social situation. Additionally, he asserts that the realm of language and mind has been formed within linguistics and psychology[21]. There are numerous

[21] C. Ellis, "Essentials of a theory of language cognition." *The Modern Language Journal*, 103, 2019, p. 39.

mental issues in learning a second language. For instance, in Indonesia, large portion of the learner do not learn English as an apparatus of communication. They learn it just for examination reason. This lack of engagement causes them to flop in learning the language. They neglect to build up the language aptitudes in objective language. Those learner need certainty while conveying in English. At the point when the youngster fails to talk in an open spot or in a class, the exceptional consideration ought to be given to the kids. Generally the youngster faces issues in future. These learners ought to be given training separately to conquer the dread to talk in open spots.

One of the fundamental problem in learning strategy in Indonesia is that the learner and the instructor can consider English as a "subject" as opposed to language. The educator focuses just on writing, verse, article, and so on. At the point when verse is instructed, the educators should be expressive. For instance, if the lyric communicates distress, the understudy should cry. This kind of experience is not really found in class instructing. Most times, teachers in rush to finish the bit. They believe that it is an exercise in futility to stir feelings and cooperation with the learners. Learners from rural and urban zones face a great deal of issues in language learning. The guardians of the learners are uneducated thus they are confronting the issue in learning language. One who hails from an accomplished family will confront fewer issues than those of an urban region. An educated family child can have enough motivation to improve their English speaking skills through learning.

The student's economic position is one of the mental factors focused on by the student. Students from low-income families need more money to attend the finest schools that provide great education. In contrast to disadvantaged learners, pupils from affluent homes get a superior education and speak many languages. This results in a sense of inadequacy among the pupils from low-income families. Students' mental problems result from their lack of awareness.

The sound system of the new dialect may be difficult to learn. Imitation assumes a principle role in language learning as the learner are gained the parent language. In olden days Grammar Translation Method is utilized to show the subsequent language. Through this technique, the learners are knowledgeable in punctuation controls yet they cannot communicate easily in objective language. In this technique, the instructor uses to decipher every single word in native language, so the learner needs familiarity with second language. Therefore, the utilization of the

first language in the study hall can be restricted. A few challenges looked by a second language student are in the region of segmental phonology of English[22]. There are real contrasts in the utilization of stress and sound among English and Indian dialects. Another issue looked by the language students are thinking in first language. Numerous students have this issue. Thinking in primary language additionally causes native language impact. The student needs to think in the objective language, so a large portion of the issues can be amended.

Issues emerge just when the subsequent language contains words which are not utilized much in the primary language. Non-local speakers use case-endings to express the implications which are imparted by relational words in most of the European dialects. Non-local English language students find it hard in the utilization of relational word. Non-local speaker gets inconvenience in learning a language. While instructing or learning a language primary language has a role. First language can likewise include in building up the subsequent languages. It has both positive and negative consequences for second language learning. Talking in native language is identifies with student's character. The impact of the primary language brings to regular actualities. They are negative exchange and positive exchange. Positive exchange may move the abilities of parent language into objective language. In the negative exchange, it might migrate the phonetic contrasts. The territorial language commands the student of English language. They lean toward native language at home and with the environment.

They disregard to utilize English language for communication. The exercises which are associated with home may not give space for English. In classrooms, the learners may rely upon first language. It gets hindrance with classroom. They neglect to understand the significance of English language. They have to rehearse in objective language to accomplish a language. The example of first language and second language has little distinction. The structure of the sentence, articles, relational words cannot be contrasted and those of different dialects in every one of the occasions. They cannot attempt to dazzle their primary language with objective language. This acquire hindrances language learning.

[22] P. Trudgill, "Native speaker segmental phonological models." *English pronunciation models: A changing scene*, 2005, pp. 77-78.

Cognitive Influences in Language Acquisition

The impacts of condition, situation, and strengthening are the principle suspicion after the learning psychology. Human conduct is comprehended through these suppositions. Learning hypotheses comprehend the way toward learning and how it functions. Real research customs are behaviorism, cognitivism and self-controlled learning [23]. Psychological brain science is viewed as another pattern in contemporary psychology. It learns about the capacities and abilities of people. This psychology adjusts the earth and battles to get flawlessness.

Cognitive Psychology

Cognitive Psychology manages metal procedures like reasoning, retaining, language procurement, symbolism, and so on. This brain science additionally works in innovativeness and critical thinking aptitudes. Intellectual analysts accept that the human personality does not acknowledge the definite structures and styles of the data from nature. The passed on data is contrasted and the data put away from the get-go in the psyche. The data is examined and put away in new structures. Those messages are deciphered and put away and are taken to the need of the circumstance. Shuell expresses psychological ways to deal with learning. It is a procedure of dynamic, valuable, total and self-coordinated [24]. Subjective methodology relies upon the students mental exercises. It prompts the accomplishment of the students. Dynamic inclusion of the student is given an unmistakable job.

Language and Human Brain

There are two divisions in the human cerebrum. They are left half of the globe and right side of the equator. The left side of the equator is known as 'consistent mind'. It is involved in language learning and examination. The correct half of the globe is known as 'innovative cerebrum'[25]. It is involved in creative activity and staring off into space. The correct side of the body is constrained by left half of the globe and the

[23] J. Carter and T. Patterson, "Self-controlled knowledge of results: Age-related differences in motor learning, strategies, and error detection." *Human Movement Science*, 31, 6, 2012, p. 1459.

[24] J. Shuell, "Cognitive conceptions of learning," *Review of educational research*, 56, 4, 1986, p. 436.

[25] W. Glannon, *Brain, body, and mind: Neuroethics with a human face*, Oxford University Press, 2013.

left half of the body is constrained by right side of the equator. Doctor noticed that, if any wounds occur in left half of the globe, the patient may lose their capacity of discourse and language capacities. They do not lose their capacities, if the correct side of the equator gets harmed.

Cognitive Factors

Cognitive factor involves the psychological procedures in language procurement. It clarifies the language information of the students. This factor examines the learning system of the cerebrum. The computational model in cognitive methodology incorporates three phases. During the main stage, the students gather certain highlights in language and it is called input. This info is put away in transient memory. In the second stage, the student revamps the contribution to information and store in long haul memory. In the last stage, the put away information is utilized as yield[26]. The students utilize the information for communicating in the language with familiarity, exactness and lucidness. In the second language procurement, the psychological procedure partitions into smaller scale procedures and full scale forms. Consideration, rebuilding, working memory are incorporated into small scale forms. Rebuilding is the procedures of changing the entomb language and checking the students' cognizant consideration during the yield of the language. Full scale procedures are included in differentiation between deliberate learning and coincidental learning.

Socio Cultural Factors

Social perspectives assume a significant role in second language securing. As indicated by Ellis, there are three kinds of social structure which influence the second language securing. The primary kind is sociolinguistic setting which includes the breaking down of the second language in the general public. Additionally, investigations of the subsequent language is impacted among the general public. The subsequent kind is explicit of social elements influencing the second language securing. The variables incorporate age, social class and ethnic character. The third kind is situational factors which examine the social connection. The student may communicate in a standard language with

[26] P. Onuoha, "Defragmentation of memories of child abuse by Nigerian pastors," *Alkebulan: a journal of West and East African studies*, 2, 1, 2022, p. 27.

higher societal position, on the opposite side, they talk a casual route with their companions.

Psychological Factors

One can improve oneself in the second language with ordinary routine with regards to utilizing the language. While rehearsing the subsequent language, there may be some mental hindrances as well. Tensions, Shyness, Lack of certainty, Nervousness, Inferiority complex, and so forth are a portion of the regular variables influencing the students in rehearsing the subsequent language. The student gets these basic factors in learning another dialect, since they do not obtain the language. They attempt to learn with the assistance of language rules. The student can focus on obtaining the language by rehearsing before the crowd and friendly gathering. They can defeat these basic factors by concentrating on securing.

Neurological Disorder Affecting the Second Language

Cortical area gets widened due to bilingualism. In the brain, cerebral circuits are stored as linguistic system. According to Lebrun, the left hemisphere of the brain controls the language functions and it controls speech perception and speech production, writing and audition. Cerebral organization of language is not identical in monolingual or bilingual situation. The role of right hemisphere also plays a main role in second language learning. Galloway and Krashen made a study on cerebral organization in bilingualism and second language learning. The study states that the right hemisphere is involved in the early stage of second language learning. They together made a distinction between unconscious language acquisition and conscious language learning. Left hemispheres is involved in conscious language learning. Second language acquisition is an unconscious process. Neurological issue is the fundamental factor in language obtaining. Some significant components are examined beneath.

Dyslexia

Dyslexia is a language learning disability. The individual having dyslexia disorder would find it difficult to acquire language learning skills especially, reading skills. Mercer and Dakin define Dyslexia as Dyslexia is a particular learning handicap that is neurological in inception. It is described by troubles with precise and additionally familiar word

acknowledgment and by poor spelling and deciphering capacities[27]. These challenges ordinarily result from a shortfall in the phonological segment of language that is frequently surprising in connection to other psychological capacities and the arrangement of viable study hall guidance. Auxiliary results may incorporate issues in perusing understanding and decreased perusing knowledge that can hinder the development of jargon and foundation learning. Students who have dyslexia disorder would find difficulty in spelling, writing and pronunciation of words. It is found to be difficult for them to attain excellence in academics. Those students feel difficulty in identifying separate speech sounds.

Dyslexia differs from one person to another. It is based on the remedies and efforts taken by the individual. These people find difficulty in the recognition of words, reading, spelling, fluency and writing. Through special instruction, some individuals with dyslexia tend to learn reading and spelling. Later, they experience the difficulty in learning grammar, understanding textbook and writing essays. An individual having dyslexia faces problems in spoken language and is sent to school with high quality language instruction and they develop excellent language though they have difficulty in exposing themselves clearly.

Neuro-Linguistic Programming in Language Teaching and Learning

English language is taught by various methods from the 19th century till now in Indonesia. Grammar Translation Method is the pioneer method in which English is taught with the help of mother tongue[28]. In Direct Method, English is taught directly without the influence of native language. Bilingual Method includes two languages in which two languages are taught with differentiation. In Inductive method, all the grammatical rules are taught first followed by examples. Deductive Method includes the explanation of examples which are taught first followed by the grammatical rules and principles. Communicative approach deals with communicative skills in which an individual is trained with dialogues regarding their daily lives. Situational approach is a method which uses the principle of child learning its mother tongue. A

[27] M. Laasonen, et al. "Phonological and sensory short-term memory are correlates and both affected in developmental dyslexia." *Reading and writing*, 25, 9, 2012, p. 2249.

[28] A. Kaharuddin, "The communicative grammar translation method: a practical method to teach communication skills of English." *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4, 2, 2018, p. 232.

situation is framed by the trainer and the individual faces those situations to master in the language. It works on the principle of survivability of an individual in a foreign land.

The latest method followed in second language acquisition is Neuro-Linguistic Programming. This method deals with how the language is received by the brain and how it is assimilated which makes an individual to master in the language. Neuro-Linguistic Programming has some special effects which reduce all the limitations of learning a foreign language as the second language. Neuro-Linguistic Programming offers skills, strategies and techniques to overcome the mental difficulties and to develop the self-learning and self-motivation[29]. It studies about the connection between language and human brain. It is a new form which evolves due to the development of linguistics. Language area is mainly related to brain and sensory organs and this is the basic concept of Neuro-Linguistic Programming. Several techniques and approaches are implemented to effectiveness of Neuro-Linguistic Programming. Neuro-Linguistic Programming basically assists one to understand themselves along with the ability of learning a language. It also helps to understand a word or a speech in a better way. It makes an individual to be fluent in a language especially in a foreign language.

Neuro-Linguistic Programming is a method which can be used for language training. It is a natural method by which an individual learns a language naturally. The philosophers and researchers state learning in a natural way without any force is the best way of learning. In Neuro-Linguistic Programming, the words of those people come to reality because this method is a natural method. Neuro-Linguistic Programming, works on three phases, the first phase is Neuro which is related to brain and its function[30]. The second phase is Linguistic which is related to language and language training and the third phase is Programming which focuses on the methods and other training for language. This three phases are interconnected to form a new method which is more effective in teaching a language. This method is like the way how a child learns its mother tongue through its sensory organs. In this method, there are

[29] J. Inozu, et al. "Overcoming affective barriers for continuous language learning." *Asian EFL Journal*, 9, 4, 2007, p. 178.

[30] Y. Kotera, and G. William, "Japanese managers' experiences of neuro-linguistic programming: a qualitative investigation," *The Journal of Mental Health Training, Education and Practice*, 1, 5, 2019, p. 75.

certain techniques which are applied in language class to make an individual thorough in language.

Neuro-Linguistic Programming is a training through sensory organs. This programming is completely related to sub-conscious mind of an individual which will be active even when an individual is at sleep. For example in lower classes, the teacher used to play rhymes during lunch period and the children will be busy at their lunch. Few days, the children start to sing those rhymes correctly without any training or effort by the teachers and this is the best example for Neuro-Linguistic Programming. This principle can be applied in language to get a positive result from a student. This method reduces the effort of teacher and an individual learns without any force. Language teaching with Neuro-Linguistic Programming is the apt task for the modern world. The grammatical principles and other rules can be recorded in audio format and those can be played to the students. The students are not forced and they are allowed to do some other work which is not related to their training. Even in some Neuro-Linguistic Programming students are asked to sleep and the recordings are played. When the students are in rest, their sub-conscious mind will be very active and it records whatever happens around through which an individual gains knowledge. A drama, short story or a novel is displayed in the screen as like a movie instead of teaching and this technique is related to visual sense. Some speeches are played again and again to make the students thorough in pronunciation and intonation. Writing skills are inherited by showing the letters and the students write what they see and a sound explains what it is. The teacher reads a word and the students write it correctly without any mistake.

The children will be fluent in their mother tongue but they face some problems in writing because they do not know what about the word and letter but in Neuro-Linguistic Programming the words and letters are shown to the students from the beginning. So, the drawbacks in natural learning method are rectified and an individual is trained in a language. Neuro-Linguistic Programming gives a clear way in which the overall sensory organs are used while a language is learned. Since it is completely based on natural way of learning, it is used by many institutions for language learning and other trainings.

Neuro-Linguistic Programming in Language Teaching

Neuro-Linguistic Programming is used to teach English language. In general fact, one's disappointment and achievement is controlled by the

conduct and thought. If those pattern and thought are modified in right way language can be taught to an individual in successful way. Neuro-Linguistic Programming basically works on representational system of sensory organs[31]. The visual sense includes pictures, graph, videos, use of blackboards and charts. The teacher uses flash cards and charts to make the learners a reasonable comprehension about a word and its significance.

The auditory involves listening in to the expressions of the educators and learning those words. This includes story-telling, listening to audios, reading, explanations and listening to speech. This enhances listening skill along with the style of speech, intonation and pitch is understood by the students. The kinesthetic includes drama, mime, writing own stories. The learners bring out their own potential and express themselves to others. The activities mentioned are performed by the individuals by their own interest. When an individual acts in an English drama, that person should understand the behavior and style of an Englishman to make the program success. In order to accomplish that he voluntarily motivates himself by which he gains English language training by his own interest. This is the basic idea in Neuro-Linguistic Programming to enhance self- motivation among the learners.

Eye movement is a clue given by the student to the teacher about their mind set. Sue Swift an educator states if the student eye movement is at right they are imagining or inventing something new. The body and mind are inter connected and so while teaching, the teacher can give some practical exercise related to the study which can improve the learning. For lower class children the teacher can make the students to walk and after that the word walk is explained which is easy to understand. The words which are spoken should be motivating if a teacher says it is a difficult task to do it will affect the performance of the students. The brain assimilates the word difficult and the overall efficiency of the student is spoiled. So usage of good and motivating words is all the more important.

The special concept is that learning could be promoted with the help of unconscious mind stimulation. The unconscious mind has the capacity of gathering more information than the conscious mind. There are some materials which are available for learning English with the help of unconscious mind through Neuro-Linguistic Programming. The students

[31] C. Zastrow, Virginia Dotson, and Michael Koch, "The neuro-linguistic programming treatment approach," *Journal of Independent Social Work*, 1, 1 1987, p. 38.

are offered to listen to some principles of English language when they are relaxing themselves or some movies are played which are related to their subject. These activities make the learners improve in their language without their own effort because their unconscious mind collects all the information and makes them as expert in English language. It should be taught with Neuro-Linguistic Programming by these principles. The teacher should frame the activity for the students and make them engage in learning. Since each and everything is assimilated by brain, the teacher should be more careful while framing a plan.

Proposed Strategies of Modern Teaching Methods for Second Language learning

As seen from the above, learning English as second language is a significant obstacle for many students in Indonesia. With the expansion of information and technology, the significance of the language has increased, and yet a significant proportion of Indonesian students have not yet acquired the bare minimum of language proficiency. At the university level, however, there is no clear language policy, resulting in significant discrimination in university curricula. Some colleges place a high priority on the subject, while others place a lower priority or none at all. Essentially, language acquisition is the learning of linguistic abilities. In this investigation, the researchers discovered learning issues. Together with the review Neuro-Linguistic Programming discussed earlier, the following paragraphs propose some remedies.

The use of technology in education acts as a method for changing colleges in ways to sustain the acquisition of superior learning skills by each and every student[32]. This aspect has a very important impact, particularly on the instruction of underprivileged students, whose educational experiences frequently stress rote drill on lower-order skills. Technology in language instruction is not an innovative concept. This proficiency has been found in language teaching for decades, and this may be disputed for centuries, as learners recognise the blackboard as the first attempt at technology. Online learning education is becoming more and more popular, both in the field of language teaching and in traditional education. Most teachers are embracing the new form of consecutive learning as an opportunity. Modern tools like tape recorders, verbal

[32] P. Sahlberg, Finnish *Lessons 3. 0: What Can the World Learn from Educational Change in Finland?*. Teachers College Press, 2021.

communication classrooms, and video-based learning have been in use since the 1960s and 1970s[33]. Nowadays, these techniques are used in modern classrooms in every constituency in the world. In one of the most excellent-standards and early-call tricks in text modernization, these fundamental texts are blanked out, and the learners recreate them by typing vocabulary on their own. All these tricks can offer learners feedback on whether the answer is acceptable or unacceptable. This is the most stylish feedback, like screening, and the learner is flawed, adjusting through remedial actions.

Student-teacher relationships is also essential. Traditional and contemporary processes of student-teacher relationships are the same, but techniques are changing. In a typical classroom, the instructor teaches, but they endeavour to ensure students' success. All the students would often go to school if they had a favourite teacher. Positive student-teacher relations are hard to establish but can be developed. Setting a knowledge skill approachable and inviting students to be taught can differ in character for a positive connection. An instructor and student with strong communication skills, a high opinion in the classroom, and attention to teaching and learning will form a positive relationship in the classroom. Students have distinct learning and goal-setting processes. Some children in a classroom absorb and learn quickly, whereas others must be taught regularly using various tactics. Without a good message, teaching becomes difficult.

Jones and Jones's [1981] book Accountable Classroom Discipline emphasises creating an accessible learning environment for primary school pupils. Jones says student disruptions are expected in poorly organised and managed courses without engaging educational assignments. Once a teacher knows the genuine concern of the student, it will be easier to help such a student. Student-tutor communication improves classroom impressions. Several research has shown that teacher-student relationships affect academic achievement and student behaviour. The more the teacher communicates with students, the more likely they are to help them learn quickly and effectively. Furthermore, if a teacher knows and understands the students' cultures and economic background, there would be better communication and improve the relationship. Students will absolutely learn when they get an interest, but teachers have

[33] K. Otto, "From past to present: A hundred years of technology for L2 learning." *The handbook of technology and second language teaching and learning*, 5, 6, 2017, p. 15.

to guide them in the proper way. Authoritarian control is often destructive to students who are in the primary grades, and eventually upper-grade teachers have difficulty dealing with children who were taught by an authoritarian teacher. The teacher can encourage the students to come forward in the classroom and ask the students to deliver something about a topic of their choice. It will contribute to the positive growth of the children. The teacher can give the students the opportunity to interact with each other.

A good relationship between teacher and student is important for the language classroom. On the contrary, it is limited in traditional classroom where teachers do not communicate much with the students, they usually deal only the subject matter. The good and limited connection between student and teacher can be helpful for the students who are hesitating to interact with each other. In traditional classroom, teachers assign the list of books to read by the students. Usually, students are not interested in reading. They could not understand the background of the materials. Students, in modern trend also are not interested in reading books. If they begin to read, they just go through the keywords and they got bored. Students are always interested to learn something innovative from the help of videos from internet. In reading, they have to go through line by line but in watching video, they can easily understand what the matter is. If teachers follow the usual method, it will not bring out the positive result. For example, if a teacher asks students to read a novel, they will not be much interested in reading as they do not want to spend their time in reading. So they are watching the movies of that novel and they prefer it. Today, the classroom has totally turned to virtual classroom. Students can learn anything without facing the teacher.

Conclusion

English is considered to be a universal language because of its position throughout the world. In this modern world, it plays a significant role in various fields. The importance of English language cannot be neglected at any cost. English is not only used for the purpose of communication, the language is used by international bodies as a common language. English language is accepted by the people all over the world. In commonwealth countries, English serves the role of second language. People believe that English is he language of communication throughout the world.

English Language Teaching in Indonesia consists of a long tradition of imparting and learning foreign languages. It is a mono-phonic area where many approaches and methods are unified. Methods and approaches are the set of procedures or a collection of techniques used in a systematic manner to reach the goal of efficient learning. Learning is a continuous process. A teacher can try innovative ideas to overcome the challenges involved in teaching English. The result of the present study clearly portrays the impact of socio-cultural factors in the second language learning process. Moreover, the influence of parents, family, peer group and locality of the students play a prominent role in the student's second language acquisition. The study brings out an outcome which provides a wider scope for learners to use the effectiveness of the second language in every circumstance. The researchers have found the obstacles faced by the learners and, through the suggestions, they can be overcome.

REFERENCES

Bijl, P., (2012), Colonial memory and forgetting in the Netherlands and Indonesia. *Journal of Genocide Research*, *14*(3-4), 441-461.

Carter, M.J., & Patterson, J.T., (2012), Self-controlled knowledge of results: Age-related differences in motor learning, strategies, and error detection. *Human Movement Science*, *31*(6), 1459-1472.

Ellis, N.C., (2019), Essentials of a theory of language cognition *The Modern Language Journal*, *103*, 39-60.

Glannon, W., (2013), *Brain, body, and mind: Neuroethics with a human face*. Oxford University Press.

Hemsley-Brown, J., (2012), 'The best education in the world': reality, repetition or cliché? International students' reasons for choosing an English university. *Studies in Higher Education*, *37*(8), 1005-1022.

Hidayat, Didin Nuruddin, et al. "Digital technology supporting English learning among Indonesian university students." *Research and Practice in Technology Enhanced Learning* 17.1 (2022): 1-15.

Himmelstein, J., Himmelstein, D.U., Woolhandler, S., Bor, D.H., Gaffney, A., Zallman, L., ... & McCormick, D. (2021). Health Care Spending And Use Among Hispanic Adults With And Without Limited English Proficiency, 1999–2018: Study examines health care spending and use among Hispanic individuals with and without limited English proficiency. *Health Affairs*, *40*(7), 1126-1134.

Inozu, J., Tuyan, S., Surmeli, E.C., & Sürmeli, E.Ç., (2007), Overcoming affective barriers for continuous language learning. *Asian EFL Journal*, *9*(4), 175-188.

Janson, T., (2002), *Speak: A short history of languages*. OUP Oxford.

Kachru, Y., & Smith, L.E., (2019), The Karmic cycle of world Englishes: Some futuristic constructs. *The Handbook of World Englishes*, 761-779.

Kaharuddin, A., (2018), The communicative grammar translation method: a practical method to teach communication skills of English. *ETERNAL (English, Teaching, Learning, and Research Journal)*, *4*(2), 232-254.

Kotera, Y., & Van Gordon, W., (2019), Japanese managers' experiences of neuro-linguistic programming: a qualitative investigation. *The Journal of Mental Health Training, Education and Practice*.

Kotsyuk, L.M., (2015), English language error analysis of the written texts produced by Ukrainian learners: Data collection. *Cognitive Studies | Études cognitives*, (15), 389-395.

Laasonen, M., Virsu, V., Oinonen, S., Sandbacka, M., & Salakari, A., (2012), Phonological and sensory short-term memory are correlates and both affected in developmental dyslexia. *Reading and writing*, *25*(9), 2247-2273.

Leung, C., (2007), Dynamic assessment: Assessment for and as teaching? *Language Assessment Quarterly*, *4*(3), 257-278.

Mashudi, M., Nurmansyah, A., Saenko, N.R., Nurjamin, A., & Sharifullina, S.R., (2022), The Impact of English Cultural Awareness on Indonesian Advanced EFL Learners' Grammar Knowledge. *International Journal of Society, Culture & Language*, *10*(1), 99-108.

McKay, S.L., & Bokhorst-Heng, W.D., (2017), *International English in its sociolinguistic contexts: Towards a socially sensitive EIL pedagogy*. Routledge.

Moore, R.K., (2017), Is spoken language all-or-nothing? Implications for future speech-based human-machine interaction. In *Dialogues with Social Robots* (pp. 281-291). Springer, Singapore.

Onuoha, O.P., (2022), Defragmentation of memories of child abuse by Nigerian pastors. *Alkebulan: a journal of West and East African studies*, *2*(1), 15-27.

Otto, S.E., (2017), From past to present: A hundred years of technology for L2 learning. *The handbook of technology and second language teaching and learning*, 10-25.

Pereltsvaig, A., (2020). *Languages of the World*. Cambridge University Press.

Rahmi, R., (2015), The development of language policy in Indonesia. *Englisia: Journal of Language, Education, and Humanities*, *3*(1), 9-22.

Rao, P.S., (2019), The role of English as a global language. *Research Journal of English*, *4*(1), 65-79.

Sahlberg, P., (2021), *Finnish Lessons 3. 0: What Can the World Learn from Educational Change in Finland?*. Teachers College Press.

Sene, A., (2022), The Intellectual in Gorgui Dieng's A Leap Out of the Dark (2002). *Alkebulan: A Journal of West and East African Studies*, *2*(1), 28-41.

Shuell, T.J., (1986), Cognitive conceptions of learning. *Review of educational research*, *56*(4), 411-436.

Tillmann, C., & Ney, H., (1996), Selection criteria for word trigger pairs in language modeling. In *International Colloquium on Grammatical Inference* (pp. 95-106). Springer, Berlin, Heidelberg.

Tripp, A., & Munson, B., (2022), Perceiving gender while perceiving language: Integrating psycholinguistics and gender theory. *Wiley Interdisciplinary Reviews: Cognitive Science*, *13*(2), e1583.

Trudgill, P., (2005), Native speaker segmental phonological models. *English pronunciation models: A changing scene*, 77-98.

Wachidi, W., Rodgers, A., & Tumanov, D.Y., (2020), Professional competence understanding level of elementary school in implementing curriculum 2013. *International Journal of Educational Review*, *2*(1), 99-105.

Zastrow, C., Dotson, V., & Koch, M., (1987), The neuro-linguistic programming treatment approach. *Journal of Independent Social Work*, *1*(1), 29-38.

CONSIDERATIONS REGARDING THE ETHICS OF SCIENTIFIC RESEARCH IN THE CONTEXT OF DOCTORAL EDUCATION IN THE REPUBLIC OF MOLDOVA

EUGENIA BOGATU*

eugenia.bogatu@usm.md

Abstract: *The paper is based on the application of a semi-structured interview conducted with a group of doctoral students from the State University of Moldova. The pursued issues concern ethical aspects of scientific research. In the first part of the paper, we present some considerations about the legal framework of doctoral research in the Republic of Moldova, about the difficulties and challenges of the educational system at the beginning of the third millennium, as well as about the important relationship between legality and morality.*

Keywords: *research ethics; PhD; principles, values and norms of good conduct in research; plagiarism; quotation, paraphrase.*

Introduction

The multitude of aspects related to the ethics of scientific research denotes, to a large extent, the presence of scientific education or its lack in a post-Soviet space, in a state with 30 years of independence. How (in)dependent are experienced researchers in this academic community? And, respectively, how much and how well are the norms regarding academic research respected? How thoroughly are trainee researchers prepared for doctoral research? How authentic is research in the Republic of Moldova? How does it relate to research in Romania? How well does it meet European research standards? To what extent are scientific projects and their results validated at their fair value in the academic community at national and international level? How is national research encouraged to become part of the international circuit? To what extent do institutions, state policies create opportunities for quality research? These questions represent a series of questions that the academic community is beginning to ask about the ethics of scientific research.

*** Associate professor, State University of Moldova.**

1. Legality and morality

In the Republic of Moldova, currently, there is no law that would target plagiarism. The only document, apart from the copyright law[1], is the one concerning the decision of the CC of ANACEC no. 7 of December 18, 2018 - Code of Ethics and professional deontology of scientific and scientific-didactic staff.[2] Certain aspects related to the ethical norms of scientific research are also stipulated in the regulations of the newly created doctoral schools. Documents, laws, of course, are very important, but equally important is that academic institutions train researchers in the spirit of respecting the norms of scientific ethics, which would implicitly mean the tendency towards quality research. Quality research is done after a good school of research, where you learn how to research authentically, how to reach scientific results that would be really useful for the community and the whole society. The biggest investments must be made in the training of the researcher, in his motivation for quality research. Each experienced researcher critically analyzes his own path in the evolution of training and the accumulation of research experience. There are cases when you learn how to do research on your own, but the risks are high from this point of view, it's a waste of time and energy. The good school, implicitly the school where the doctoral student is trained, is the one that teaches him how to research qualitatively and independently, how to use the right research methods, given the fact that the ethics of scientific research is closely related to research methodology. [3] Independence in thinking, in research is very important from all points of view, implicitly also with reference to the case and context of the research.

The development of a researcher's career depends very much on the school where the researcher learned to do research. Unfortunately, the culture of publishing scientific articles in the Republic of Moldova is not so well developed, this is also found among experienced researchers. As the authors Gheorghe Cuciureanu and Valeria Vrabie mention, "With all the

[1] About copyright law, see: https://agepi.gov.md/ro/legislatie/copyright.

[2] About the Code of Ethics, see http://www.cnaa.md/files/normative-acts/normative-acts-anacec-attestation/cod-etica.pdf.

[3] About methodology of research, see: Eco, *Cum se face o teză de licență* (How to write a Thesis), translated by G. Popescu, Constanța, Pontica, 2000; Andrei Marga, *Metodologie şi argumentare filosofică (Methodology and philosophical argumentation)*, Cluj, Dacia, 1992; Adrian Nita, *Metodologie (Methodology)*, Bucharest, Ars Docendi, 2005; L. Topa, *Metode şi tehnici de muncă intelectuală (Methods and techniques of intellectual work)*, Bucharest, The Didactic Publishing House, 1979.

evidence that the respective publications do not have a scientific character, researchers from the Republic of Moldova publish in these editions, often repeatedly. The fact that among them are university professors, PhD supervisors, heads of academic subdivisions, even rectors and academics, indicates a serious problem for the academic community. Whether they publish out of ignorance or on purpose both are serious."[4]

The right school for young researchers depends on the school for experienced researchers. The seriousness of the situation depends on the fact that for a long time research suffered from several causes - poor educational policies, research and education were never made a priority in the Republic of Moldova.[5] Of course, this finding does not negate the good work done by established researchers, some with international recognition. The tradition and experience of the Romanian school in education and research help us a lot. It is the first source and resource that helps us in conditions where, at the level of the community in the Republic of Moldova, researchers do not always find the necessary support and support. A great success and a great help in carrying out quality doctoral research comes from the fact that, personally, for example, as a scientific supervisor, I included professors from Romania, not only from the Republic of Moldova, in the composition of the doctoral commissions. This allows for a natural exchange of experience and is to the advantage of PhD students. Compared to previous generations of doctoral students, those of the current generation have better training, this fact is also due to the ease of access to bibliographic sources, thanks to electronic resources, but also to access to different mobility programs, including the guidance committees in which they are found teachers from different countries. All this is for the principle – scientific knowledge without borders. And truly, true scientific knowledge must know no boundaries, mentality and language, it must represent only scientific truth.

---

[4] Gheorghe Cuciureanu, Valeria Vrabie, *Rezultatele unui experiment: Publicaţiile prădătoare reprezintă o ameninţare pentru comunitatea academică din Republica Moldova* (Results of an experiment: Publications predators represent a threat to the academic community in the Republic of Moldova), in the journal *Ethics and Deontology*, no. 1, 2022, p. 26.

[5] On the management of research, see: Valentin Mureşan, *Managementul eticii în organizaţii* (Ethics management in organizations), Bucharest, The University Publishing House, Bucharest, 2009; LK Trevino, G Weaver, *Managing Ethics in Business Organizations*, Staford University Press, 2003; SP Kaptein, *Ethics Management, Auditing and Developing the Ethical Content of Organizations*, Kluwer, 1998.

The validation of scientific experience[6] is done only in the framework where interests regarding scientific truth, its promotion and knowledge intersect. And this fact is possible only in conditions where the objectivity, integrity of the researcher, his quality experience, are a priority on the path of scientific research.[7] Such principles are not always respected, because the subjective interests of custom often dominate, inhibit and force certain compromises. Of course, in the case of scientific research, compromise is harmful and prevents compliance with the norms of integrity in scientific research. Or, all these represent the researcher's ethics in academic conduct.

A very useful work on the subject recently appeared, in 2023, in the Republic of Moldova, authors Gheorghe Cuciureanu, Igor Cojocaru, Vitalie Minciună, Nelly Țurcan, with the title *Scientific research strategy: records from the Republic of Moldova*, developed within the Society Development Institute informational.[8] The paper analyzes a series of very important aspects related to the current state of research in the Republic of Moldova. It is not only about an objective analysis of the respective theme, but also the creation of a series of problems that refer to the evolution of scientific research in the future. Thus, the Research and Development Strategy 2014-2020 is analyzed, the preparation of human resources in research, the development of human capacity, the financial assurance of activities, the attraction of the private sector in research and development activities, the increase in performance, the internationalization of research and development, the context of the realization of the research and development strategy development, how a future strategy should be.

These specified moments underline all the specifics of the development of scientific research in the Republic of Moldova. A special place in the paper is devoted to the current situation of doctoral research,

---

[6] On validity, see: *Ghid de integritate în cercetarea ştiinţifică* (Guidelines for integrity in scientific research), 2020, p. 6; linc: https://www.old.research.gov.ro/uploads/sistemul-de-cercetare/organisme-consultative/cnecsdti/2020/ghid-integritate-in-cercetarea-stiintifica-cne-2020.pdf.

[7] About the principles underlying research ethics, see: *Ghid de integritate în cercetarea ştiinţifică* (Guidelines for integrity in scientific research), 2020, pp. 4-8; link: https://www.old.research.gov.ro/uploads/sistemul-de-cercetare/organisme-consultative/cnecsdti/2020/ghid-integritate-in-cercetarea-stiintifica-cne-2020.pdf.

[8] Gheorghe Cuciureanu, Igor Cojocaru, Vitalie Minciună, Nelly Țurcan, *Strategia cercetării ştiinţifice: Evidenţe din Republica Moldova* (Scientific research strategy: Evidence from the Republic of Moldova), Information Society Development Institute, Coordinator: Gheorghe Cuciureanu, Chişinău, „Print-Caro", 2023.

or this aspect is very important for the evolution of scientific research in the future.

2. Case study: representations of doctoral students regarding the ethics of scientific research

Qualitative research is directly related to the culture of scientific research, or this aspect depends on the extent to which young researchers know a number of aspects related to the ethics of scientific research. In recent years, there has been a lot of talk in different contexts about the ethics of scientific research. But to what extent do researchers in training know the legislation in force, respectively do they take into account the rules of conduct of a researcher in scientific research? To see how things are in this chapter, the ethics of scientific research, we conducted a qualitative research with a group of doctoral students representing the doctoral schools of the USM. Thus, we resorted to the semi-open interview method, where the interviewed doctoral students had the opportunity to express their point of view on this very important subject. The interview was anonymous, the PhD students could express their opinions freely, without being constrained one way or the other. There were seven questions in the interview. They aimed at the general-fundamental knowledge that every doctoral student who aims to carry out a research during his doctoral studies should know. The quality of the answers clearly indicates to what extent the doctoral students know and correctly apply the methods of research activity, they take into account the smallest details regarding the observance of honesty for the quality of a researcher. Even on the basis of these answers you can form a clear opinion about how the rules regarding the ethics of scientific research are currently respected, but also how research will look in the future.

To the first question in the interview *What do you understand by the ethics of scientific research?* the answers concerned: "The moral-professional capacity of a researcher/author of a scientific publication to adhere to the totality of some principles." "The regulations in the field, its standards regarding ethics in scientific research. In this context, the ethics of scientific research includes several important aspects: compliance with the legislation in the field of research; compliance with the principles of scientific research." [9] "Seriousness in choosing and approaching the

[9] I have quoted, using quotation marks, from the responses of those surveyed; we will do the same in the future.

research topic." "Professional, moral and social responsibility." "Respect for the research activity, for the researched topic." "Communication of the research results after a prior and responsible verification of their correctness and scientific value." ,,Honesty towards oneself and other researchers. Moral integrity in scientific research and publication of results. Responsibility for the correct use of research funds." "The ethics of scientific research is the accuracy, correctness of a scientific work, respect for predecessors who studied the same subject and consists of the author's responsibility to avoid plagiarism (theft of intellectual property), by correctly citing (re)sources; The ethics of scientific research involves principles in scientific activity, such as fairness, honesty, authenticity, respect for oneself and others, distributed purpose and useful to others, voluntary actions, etc. "Respecting the code of ethics in research."

Thus, we see that in all the answers it is known broadly what the ethics of scientific research is. This concept is identified with compliance with the law, moral, professional and social responsibility, with respect and integrity, with accuracy and authenticity, with the correct citation of sources. These answers denote a maturity in the training of doctoral researchers, as well as in the responsibility assumed in relation to the doctoral research project. I noticed that there are answers with details aimed at a description of several elements that represent the complexity of the phenomenon of scientific research ethics. There are also general, very succinct answers that indicate an overall knowledge of the concept, but the defining elements that represent the concept are also unknown. It is certain that doctoral students know the specific manifestation of ethics in scientific research and are aware of the responsibility they have in the current and future course of scientific research.

It is very important to know, from the beginning of the research activity, what are the responsibilities of the researcher and his moral duty as a researcher, not only in the theoretical aspect, but also directly in the practical one. For scientific activity, compliance with the norms of ethical behavior are represented by the natural route of the researcher in his activity. As I have pointed out before, training in the spirit of a correct and honest attitude as a researcher is thoroughly formed already during the bachelor's, master's period, as in the doctoral cycle, the researcher should already be trained in this spirit of respecting the norms of ethical conduct. Of course, the greatest responsibility for this training of young researchers lies with the mentor teachers who guide the young people in this training. And the main and most important way from this point of view is

represented by how the teacher researches, by the quality of his research results, by the novelty, relevance and originality of his research. The action model of the teacher, respectively of the scientific leader is the most important barometer from this point of view, because it educates not so much theory as practice, i.e. the behavior of the researcher. As long as it will be published in low-quality journals, only at the level of the academic context of the Republic of Moldova, and it will not tend towards the internationalization of scientific research, respectively the connection to European research standards, we will not be able to speak of a quality scientific research. Of course, the financing of scientific research is also very important, or, in this chapter, the Republic of Moldova is lagging behind. Insignificant means are reserved for scientific research, implicitly doctoral scholarships are derisory.

The full-time doctoral students have no possibility to survive from the resources allocated by the state for the doctoral period. They are usually active in different fields, full-time. From this point of view, the time allocated to the documentation stage and the direct writing of the doctoral thesis is very little. And this, of course, also influences the quality of doctoral scientific research. These described shortcomings represent some objective features that influence the quality of scientific research. It is also about the economic factor, the practices and traditions in the field of research, which have been carried out up to now in one context or another. It is certain that all these factors influence the course and objectives of a doctoral research. In recent years, Erasmus mobility programs have provided a great opportunity for conducting quality scientific research. These programs represent a good opportunity to have access to another academic frame of reference, another context where doctoral students, for a certain period, can have access to quality bibliographic sources, to professors who have international academic experience, not least turn to a research fellowship, which gives them the opportunity to dedicate themselves exclusively to scientific research.

To the question *What do you associate plagiarism with?* some of the answers were: "by stealing certain words or ideas". "Plagiarism - the exposure in a written work or an oral communication, including in electronic format, of some texts, expressions, ideas, demonstrations, data, hypotheses, theories, results or scientific methods extracted from written works, including in electronic format, of other authors, without mentioning this and without referring to the original sources; for me, plagiarism is associated with peeling off the print with all the skin from

someone's finger and sticking it on your own; to basically steal another person's identity." "Plagiarism represents fraud, a kind of frustration, a recognition of inferiority and intellectual incapacity." "Plagiarism involves taking the ideas, methods, procedures, results or texts of another person, regardless of the way they were obtained, presenting them as one's own creation." "With a lack of academic knowledge and as a violation of ethics, copyright; I would associate plagiarism with theft, one of the most heinous sins that can be committed." "Plagiarism indicates a distrust of one's own thinking as well as a lack of respect for subsequent readers." ,,Violation".

From the answers to this question, we observe that PhD students associate plagiarism with a number of negative aspects, such as theft, fraud, lack of academic knowledge, sin, lack of respect for oneself and other authors, violation, frustration, recognition of inferiority And so on The interviewed doctoral students are aware of the seriousness of plagiarism actions that some researchers refer to in their works, they are aware that plagiarism denotes both deficiencies in professional training, in that they are not fundamental knowledge, but also non-compliance with some norms of academic conduct, implicitly the lack of respect towards other authors, but equally towards myself.

Care for the accuracy of reference in the process of scientific research is taught in the training process of the researcher. But it is also directly related to the research experience at the level of the entire academic context of which the researcher is a part. As long as pupils, students, doctoral students are not educated in the spirit of awareness of the fact that recourse to ideas belonging to other authors is not done properly and the value of intellectual property is not recognized and taken into account, as long as the problems related to plagiarism will persist within an academic context. Intellectual property, implicitly that which refers to the word and ideas of another author, is as important and valuable as other types of property. Just as it is not allowed to take notice of the properties represented by other people's material possessions, it is equally important to respect the ideas and words that belong to other authors. Failure to comply with this fact is not only inappropriate behavior for scientific research at the individual case level, but also represents the state of affairs that characterizes the whole society.

Thus, the entire academic context is responsible for how the values of integrity in scientific research are respected, such as – honesty, accountability, verifiability, validity of knowledge. These values represent

the parameters for the reference system that validates the entire scientific research process. In Romania, for example, there is Law 206/2004 on good conduct in research, as well as the Integrity Guide in Scientific Research, approved by the National Ethics Council of Scientific Research, Technological Development and Innovation, within the Ministry of Education and Research - Bucharest, November 12, 2020. In the Republic of Moldova, unfortunately, there is no such legislation. Such a guide is necessary, because it represents a support of values, principles and norms that regulate the correctness of all aspects that refer to integrity in scientific research. The importance and usefulness of the guide also lies in the fact that such a guide can function as a core for integrating and stimulating the structuring of guides in higher education institutions. Research integrity is determined by a certain research conduct. Compliance with this conduct is an indispensable condition for the entire process of effective functioning of scientific research. But scientific integrity is most directly related to human integrity. If one person or another makes concessions from this point of view as a human being, then the probability is high that these concessions are also made at the level of scientific behavior. Honesty in scientific research is a fundamental principle, because depending on this principle depends how the researcher will assume his own responsibility in the academic context where he works, for the results of scientific research, but also before the whole community. Because true scientific research is done for the good of the whole community. It is financed from public money, respectively its benefits must be used by the whole community. Personal and institutional responsibility in the framework in which scientific research is carried out is determining. This is why the perspective of taking responsibility is another important factor. Responsibility requires that the researcher be ready at any time to subject the results of scientific research to the verification of the expectations that may arise from public opinion. Equally important is the validation process of scientific knowledge, because in science, knowledge and research must be authentic and add value to previous knowledge. Plus the value in knowledge and research must be genuine and possibly subject to critical analysis at any time. The researcher must be aware that the results of scientific research are a scientific asset both at the personal and institutional level, but also at the level of the entire society.

To the question *Have you ever resorted to plagiarism?* the answers were different: "no"; "I resorted to plagiarism as a student, around 1998, for the

year thesis, when I didn't actually know that I was doing wrong, and that plagiarism is not research and brings me neither benefits nor results for my personal development and growth." "Consciously - never. Only if by chance, because a lot of material is studied and the human brain sometimes evokes what seems to be already its own." From my point of view, taking a text from various sources, without referring to the authors, already implies plagiarism. I make concrete, that in the research carried out up to the current stage, I have been inspired by several sources, but I have tried every time to make reference to the authors/source." "I don't know if I have resorted to plagiarism so far. I don't have an exact answer. I think that during the writing of the bachelor's thesis we did this unconsciously, or we did not have academic courses that would have taught us how to correctly and honestly carry out a scientific work, being in a position to learn everything on the go." "I know that plagiarism is punishable by law, so I am guided by the ethics of scientific research and when I take an idea, a formulation, I indicate the source of inspiration." "I resorted to plagiarism, yes, when I didn't have the time and strength to complete a speech. The action is repulsive, it weakens the character."

Half of the answers I got to this question were negative. If answered honestly, we note that a good part of PhD students did not and do not resort to plagiarism intentionally in scientific research. This fact is an assumed one, in which the consequences of plagiarism are realized. Certain respondents answered that they had resorted to plagiarism before, but they did it out of ignorance, that is, not knowing that plagiarism does not bring any benefit to the researcher in developing the capabilities and qualities of a genuine researcher. There were answers when the fact that scientific ethics is respected was also cited, considering that the consequences of plagiarism are known, namely that it is punished by law. Other responses cited the fact that plagiarism was resorted to due to lack of time and equally lack of energy to complete a text/speech. It is realized that this action is repulsive and that it weakens the character. We see that resorting to plagiarism has several reasons - ignorance, implicitly lack of thorough knowledge of the researched topic, lack of time, but also certain psychological characteristics. All these factors, but also others, such as the lack of solid models in research activity, ignorance of the legal framework, the perpetuation of obedient practices from this point of view in the academic context and the entire society favor the operation of plagiarism. We believe that a more thorough training of young researchers in terms of knowledge of the specialized field, of the methodology they will use in

their research activity ensures a high probability that they will research authentically, i.e. capitalize on their own ideas, research topics And so on. In the answers it is also mentioned that plagiarism was resorted to when completing the bachelor's thesis, the reason given was that there were no courses where they could be told about how one should carry out one's own research and how it is correct to make the references in the case when you resort to borrowing some ideas in your own work. The preparation and training of the researcher in the university environment must be done already from the bachelor's cycle, or the graduate completes his studies at the faculty with the completion of a bachelor's thesis. Completing a bachelor's thesis requires that the student be able to carry out research individually, respecting all the requirements for the completion of a scientific paper. The lack of preparation of students for this first scientific product leads in a chain to the realization of mediocre works at the secondary and doctoral level as well.

Often, a factor that favors the use of foreign ideas is a lack of confidence in one's own ideas. It is a psychological factor. In order to overcome this mistrust, a better collaboration with scientific mentors is necessary, with experienced researchers who would provide feedback in the research process. During the realization of a research project, a permanent and constant validation with experienced researchers is necessary. In the given case, the qualitative experience of scientific mentoring is decisive, as well as the psychological support that would increase the dose of confidence that the beginner researcher must have. The perspective of this scientific guidance does not exclude the autonomy and freedom that the doctoral student must have. This freedom of communication, implicitly dialogue, would help him to validate his argument algorithm, implicitly the research hypothesis and the scientific methods he will resort to in the research process. The collaboration of researchers who are part of different academic contexts in a country is important, but even more important when the collaboration, the dialogue goes beyond the borders of a state.

From this point of view, for the benefit of doctoral students from the Republic of Moldova, in the sense of obtaining scientific results that could tend to an international validation, there would be even more intense collaboration between the doctoral schools in the Republic of Moldova and Romania, between the scientific leaders, the doctoral students who represent these doctoral schools. Collaboration is also possible from the perspective of including in the guidance committees researchers

representing doctoral schools from different countries. This would favor quality research, greater objectivity in assessing the final scientific results that the doctoral student will obtain at the end of the doctoral research project, but also greater transparency of research, greater promotion of scientific research carried out at the level local.

Scientific research, by its specificity, to become a public good, must necessarily go beyond the boundaries of an academic context. Only if the researcher will have the freedom to validate his scientific results externally, i.e. in other academic contexts with a greater scientific tradition and experience, only then will we be able to speak of quality scientific research. PhD students should also be part of research teams in national and international projects. This would give them the opportunity to work together with experienced researchers. Thus, young researchers would have the chance to learn in a natural way in the process of carrying out team projects. Objectivity, responsibility, transparency should prevail in carrying out scientific research. Often, subjectivity and certain interests do not make quality research possible. This fact is encountered especially when there is no collaboration with researchers who are part of different academic contexts and different countries.

To the question *How do you think it is possible to avoid plagiarism altogether?* was answered as follows: "Through intense research and dedication to what I want to achieve." "I think it is possible to avoid plagiarism; it is easier to avoid if we pull it out by the roots." "More should be invested in students right from the bachelor's degree, right from the high school level. Universities should give more emphasis to quality research, so that, in the end, the research results represent their own ideas, original concepts. University staff must train future specialists in the skills of analysis and synthesis of a study, cultivating ethics and professional responsibility." ,,Yes. The most important thing is honesty." ,,I don't think there is any very safe way to avoid plagiarism altogether, except for drastic sanctions ("punishment"), which in my view is not an effective strategy. In general, I associate the field of research with a lot of seriousness, responsibility and conscientiousness for the field addressed." "No" "I believe that as long as the author mentions all the sources that helped him document and develop the topic, it is possible to avoid plagiarism entirely, but this is where the author's sincerity and ability to correctly and harmoniously present theses come into play foreign and own theses." "I think by informing about what plagiarism entails." "Plagiarism can be avoided when the researcher knows for sure what he is

aiming for, what he wants to achieve as a result of the research, sees the course of his work for society, has character and strength." "By developing self-respect." It can be overcome by studying the legislative norms.

We note that the vast majority of respondents answered that plagiarism can be avoided. Only the arguments and ways in which plagiarism is thought to be avoidable differ. Thus, intensive study, implicitly the researcher's capabilities developed in time, provide an indispensable condition for avoiding plagiarism. The fact that more time should be given in universities for the development of the training of researchers was also invoked. The fact that sanctions are a tool that would prevent plagiarism was also invoked. Last but not least, the character traits, implicitly the author's personality, were highlighted. Education has a great influence from this point of view. A proper education at the right time in this framework of the research author's training has a great role in the perspective, it develops his ability to be self-critical and able to respect his own work, but also the work of his colleagues. It is important to study the legislative norms that would clearly show the clear and distinct limits of the recourse to the ideas belonging to other authors. Young researchers must still be familiar with good practices in the field of scientific research during their training, it is good that examples of success in scientific research should be promoted in the academic context at their fair value, so research with outstanding results would serve as examples of success that would be promoted nationally and internationally. Society as a whole should be responsible for everything that happens in an academic context and vice versa.

To the question *Do you know the legislation in the field?* was answered: "Copyright Law, 8/1996, amended by Law 285/2004." "I know that the scientific title is withdrawn for plagiarism. Law on copyright and related rights, no. 139 of 02.07.2010 and amended by LP212 of 29.07.16, MO306-313/16.09.16 art.66." ,,Yes." "The Code of the Republic of Moldova regarding science and innovations." "30.07.2004 in the official monitor № 125-129 article № 663." "The Science and Innovation Code of the Republic of Moldova, the National Program in the fields of research and innovation for the years 2020-2023, the Code of Ethics and Professional Deontology of Scientific and Scientific-Teaching Staff." "The Law on Copyright and Related Rights." "Law on copyright and related rights, no. 139 of 02.07.2010." "It is about the Law on copyright and related rights, no. 139 of 02.07.2010 and amended by LP212 of 29.07.16, MO306-313/16.09.16 art. 665." "The right to intellectual property."

From the answers we see that the respondents know the legislation that exists in the Republic of Moldova regarding plagiarism. They are well informed about copyright, as it relates to intellectual property, but they also know the consequences of not respecting copyright. In the context of teaching research ethics in educational institutions, it is also necessary to explain the code of laws that hold copyright and intellectual property, so that all researchers in training would objectively have the chance to know the legislation in question very well.

The question *The difference between plagiarism and self-plagiarism is...* was answered: "Plagiarism represents the partial or total appropriation of ideas, works, etc. of certain authors, and self-plagiarism is the exposition in a written work or an oral communication of certain ideas, without referring to the original work or its author." "Plagiarism is when: the author copies the text word for word and integrates it into his own work. Self-plagiarism is when: the author fully or partially takes paragraphs from his own previously written works, already published, without specifying this moment." "The notion of self-plagiarism means the repeated publication of scientific results, the duplication of an article in several magazines, collections, websites, etc." "Do not know." "Plagiarism - misappropriation of authorship in any way, taking the ideas of a person/author and attributing them to one's own person, without reference to the source. Self-plagiarism - involves the republication of some texts/articles by the same author, under a different title or in a different form, and may be modified little or not at all, the old fragments being integrated into a scientific product declared as new content." "Plagiarism is the appropriation of the ideas, processes, results or words of another person without making the appropriate attribution, but self-plagiarism is the publication of the same intellectual material several times, by the author or editor; by plagiarism is meant the theft of someone's intellectual property, and self-plagiarism consists in using one's own scientific discoveries, published in various studies, but without indicating their primary source in the work in which the self-plagiarism is committed." "It copies from other authors, and repeats itself."

We note that if in the case of plagiarism the meaning of the word, respectively of the action in question is known, in the case of self-plagiarism it is not always understood correctly. Plagiarism means taking over ideas, fragments of text that belong to other authors, and self-plagiarism means taking over one's own ideas in different text and discourse contexts, but without mentioning the bibliographic data of the

original text. In most cases, however, the distinction between plagiarism and self-plagiarism is understood, not all the nuances or distinctions between these two terms are known.

To the question *The difference between quoting and paraphrasing is...* ,,quoting includes the idea of an author, as it was drafted by him, while paraphrasing represents the transposition of an already existing idea, but in his own words, the essence or the central idea, being same." "The citation is a short form of the reference, inserted in the text between square/round brackets or added to the text as exponents/as a footnote. Paraphrasing is a reformulation of the meaning of a text or passage using other words." "Paraphrasing, likewise, can be considered a form of plagiarism, because it represents a method of reversing the theories/opinions/theses of some researchers, with the aim of assuming the scientific truth." "The citation, if used and displayed in accordance with the regulations on scientific activity, is legal. And paraphrasing, in turn, is already essentially plagiarism, which entails consequences according to the law." "Citation - direct reference is made in the text to the author/authors of an idea, a text fragment of an author/authors is quoted between quotation marks. Include the author(s), the year of the work cited, the page, separated by a comma. Paraphrasing expresses a certain idea in our own words without repeating the exact words." "Quoting involves copying the text in full while paraphrasing involves writing ideas in your own words. Quotations are enclosed in quotation marks, while paraphrasing does not involve the use of quotation marks." "Citation consists in the exact and intact recording of someone's scientific discovery by mentioning the bibliographic source, and paraphrasing, although it also requires naming the source, is the reporting of the information in one's own words." "When we quote the information, we present the source/author to whom it belongs, when we paraphrase, we keep the idea but say it differently, but also when we paraphrase to avoid plagiarism, we must quote." "Citation is when you explicitly quote a sentence, phrase, paragraph, giving the source. Paraphrasing is when you express in your own words an idea that is not yours. In both cases, it is necessary to indicate the source, the author."

And to this question the answers were generally correct. Know the differences between quoting and paraphrasing. Explanations of the meaning of these two terms were given, indicating a very good knowledge of the differences between quoting and paraphrasing. Doctoral

students know very well that in both cases it is necessary to indicate the source from which the author was inspired.

Conclusions

In the education system of the Republic of Moldova, young researchers have knowledge about the ethics of scientific research. I know the main aspects that are related to the observance of the rules regarding the behavior of the researcher. They realize that avoiding plagiarism is possible if they have thorough knowledge in the specialized field in which scientific research is carried out and a general culture is present, implicitly respecting all the ethical norms of scientific research. Ignorance, the lack of a general culture and an academic context that perpetuates outdated practices are the factors that facilitate the resort to plagiarism. Closer cooperation between experienced researchers and young researchers, connecting to European scientific research requirements and norms would make quality, authentic research possible. Society as a whole must be aware that its level of development is closely dependent on the quality of scientific research that is currently being carried out and will be carried out in the future. In societies where education and scientific research are neglected, regression and stagnation are potential long-term dangers.

This article was developed within the framework of the project *Epistemological approach to personal development and education for society: from transdisciplinary strategies to the pragmatic ends of the current society in the Republic of Moldova*, cipher 20.80009.1606.08 State Programme (2020-2023).

REFERENCES

Cuciureanu, Gheorghe; Cojocaru, Igor, Vitalie Minciună, Nelly Ţurcan, (2023), *Strategia cercetării ştiinţifice: Evidenţe din Republica Moldova* (Scientific research strategy: Evidence from the Republic of Moldova), Information Society Development Institute, Coordinator: Gheorghe Cuciureanu, Chişinău, „Print-Caro".

Cuciureanu, Gheorghe; Vrabie, Valeria, (2022), *Rezultatele unui experiment: Publicaţiile prădătoare reprezintă o ameninţare pentru comunitatea academică din Republica Moldova* (Results of an experiment: Publications predators represent a threat to the academic community in the Republic of Moldova), in the Journal *Ethics and Deontology*, no. 1, p. 26.

Eco, *Cum se face o teză de licență* (How to write a Thesis), translated by G. Popescu, Constanța, Pontica, 2000.

Kaptein S.P., *Ethics Management, Auditing and Developing the Ethical Content of Organizations*, Kluwer.

Marga, Andrei, (1992), *Metodologie şi argumentare filosofică (Methodology and philosophical argumentation)*, Cluj, Dacia.

Mureşan, Valentin, (2009), *Managementul eticii în organizaţii* (Ethics management in organizations), Bucharest, The University Publishing House.

Niţă, Adrian, (2005), *Metodologie (Methodology)*, Bucharest, Ars Docendi.

Topa, L., (1979), *Metode şi tehnici de muncă intelectuală (Methods and techniques of intellectual work)*, Bucharest, The Didactic Publishing House.

Trevino, L.K., Weaver G., (1998), (2003), *Managing Ethics in Business Organizations*, Staford University Press.

COMPARATIVE ANALYSIS BETWEEN SOCIAL EDUCATION /FOR SOCIETY TEXTBOOKS FROM ROMANIA AND REPUBLIC OF MOLDOVA

DANIELA FELICIA ROMAN*

dfroman2004@gmail.com

Abstract: *"The concern for increasing the number of women in military missions is intense and meaningful. We have talked about the importance of the presence of women in the army and it has been demonstrated by numerous articles and research.*

In my research I wanted to analyze the pool of women's recruitment in the military field. Isn't there a connection between the way women are educated and the desire to join the Army? How are they taught to socialize? Does the education system offer them the same values and training as boys?

In the textbook analysis process we used both quantitative data (frequency of images with girls / women; number of images with girls / women, boys / men and mixed from the total images) as well as qualitative data (content and context aspects)."

Keywords*: increasing; women; men; training; education*

Article full text

After many public speeches, public policies, and legislative regulations, however, the number of female personnel did not increase according to the objectives assumed by international organizations. Consequently, the General Secretariat of the UN has created a Strategy[1] regarding the achievement of gender parity to accelerate the participation of women in the armed forces, police and correctional structures in the peacekeeping forces. Thus, for the year 2028, the participation of women as military observers and staff officers at a percentage of 25%, within the military contingents, 15%, were set as objectives. Within the police force, as officers in individual posts, 30%, and within units, 20%.

* **PhD. Candidate, Doctoral School, Military Academy of the Armed Forces.**

[1] Uniformed Gender Parity Strategy.

In my research approach I wanted to analyze the recruitment pool of women in the military field. Is there any connection between the way of education and women's desire to join the Army? How are they taught to socialize? Does the education system give them the same values and training as boys?

Bourdieu (2003, pp. 51-98) provides insight into how girls are socialized in this male-dominated world. Education is not genderless; it is one for boys and one for girls, in which the first was, historically speaking, assigned the public universe, and the second, the private, in which one is more visible and the other, invisible. Primary education unequally encourages boys and girls to participate in developmental social games. Children are subject to highly differentiated collective expectations according to gender. Looking at it this way, can we still consider that girls and boys start life with the same chances to become women and men with equal chances to occupy the same positions? NO, absolutely not.

Masculinity is presented as nobility, and of course, in opposition to femininity. Everything men do is given value, men's jobs are skilled jobs, while women's jobs are usually worthless skills. (Women are cooks, typists, unqualified and men, chefs, proofreaders, professionals). Thus, women's work is condemned to remain invisible. Bourdieu considers the logic of vocation to be a deeply social construct, which has the effect of happily acquitting the subterranean, subordinate tasks assigned to the victims of domination. Subordination positions/roles (animators, presenters) are available to women. Even when they enter the public universe, they are infantilized, with seemingly insignificant details of everyday behavior hiding countless calls to order (e.g. in public debate they are interrupted, not invited to answer the "intelligent" question).

The author noted that the subjective hopes imposed by collective expectations, positive or negative, tend to be inscribed in bodies in the form of permanent dispositions. (e.g. transsexuals assimilating the weaknesses of their new chosen identity, repeated discouraging of girls from certain jobs to the point that they believe they cannot do them).

Chivalric protection (the assumption that women are weak and powerless to be protected by knights) can keep women away from contact with aspects of the real world. Can you treat a woman you consider physically weaker as an equal? Not if we're talking about male standards. We thus identify the logic of the double standard, of evaluating male and female activities (men do not debase themselves to do activities that for women are noble). Positions of authority are tailored for men and women

to fill them should possess a whole set of properties that men possess by birth. Norms are by no means universal and gender neutral.

We thus note that socialization is differentiated and makes men love power games and women love the men who play them, male charisma is in good part, the charm of power.

Bourdieu believes that, until recently, the family, the church and the school were responsible for transmitting these values from one generation to the next (he called it the labor of reproduction).

The family probably has the main role in reproducing male dominance and vision, the experience of the sexual division of labor. The Church promotes a familyist, patriarchal morality and dogma, in which women have an inferior role to men. The school, even now, transmits the patriarchal model. We see this in our own hierarchical structures, between different schools and faculties, between specializations. However, school is also one of the decisive causes of change in the relations between the sexes. Last but not least, we must remember the role of the state, which ratified the private patriarchy in a public patriarchy.

As I mentioned before, we have come a long way from totalitarian patriarchal societies to where we are today. The major change is the fact that male dominance is no longer imposed, evidence of something taken for granted. The feminist movement, as the author rightly observes, broke the circle of social reinforcement. The records were questioned along with the profound transformations that the female condition has undergone:

- increasing access to secondary and higher education, to salaried work and thus, to the public sphere,
- adopting a distance from domestic tasks and reproductive functions. The increase in the number of working women has affected the division of domestic tasks and implicitly the traditional male and female models.

Assuming that 19 years later his theory is still true, I tried to prove it with the help of a comparative research carried out between social education textbooks in Romania and the Republic of Moldova.

I surveyed how inclusive and equitable quality education is ensured, as well as how learning opportunities for all are promoted throughout life. By knowing how both girls and boys are socialized in society (family, school), we can understand what their expectations and opinions are about their place and role in society.

The analysis is based on the Guide "Writing textbooks with inclusive content: Focus on religion, gender and culture" developed by UNESCO

and the Georg Eckre Institute (GEI), with the assistance of an international group of specialists in inclusive education, published in 2017[2]. The guide aims to eliminate stereotypes regarding the design, use and adoption of new approaches and practices based on equality and respect for diversity in the process of evaluation and use of school textbooks. More precisely, through the guide, the authors promote the idea of developing and using quality textbooks through the lens of human rights.

I selected the subjects Social Education 7th grade, in the case of Romania, and Education for Society, 5th and 6th grades, in the case of the Republic of Moldova, because they are the ones that must lay the foundations for critical, inclusive thinking and that supports the elimination of stereotypes in the design, use and adoption of new approaches and practices based on equality and respect for diversity.

In Romania there are three Social Education textbooks for the 7th grade, published in 2019 by Ars Libri, CD PRESS and Corvin publishers[3].

The common textbook for the 5th and 6th grades of Education for society in the Republic of Moldova, appeared in 2019, at the "Texter" Publishing House[4].

In the process of analyzing the textbooks, we used both quantitative data (the frequency of the appearance of images with girls/women; the number of images with girls/women, boys/men and mixed from the total of images) as well as qualitative data (aspects of content and context).

Thus, in the three textbooks from Romania, a number of 453 images with human subjects were identified, of which 68 (15%) images are of women/girls, 122 (27%) images of men/boys and 263 (58%) of images are mixed.

In the textbook from the Republic of Moldova, we counted a total of 223 images of people, of which 24 (10.76%) images are of women/girls, 42 (18.84%) contain images of men/boys, and 157 (70.4%) are mixed images. (Table 1)

From the four manuals we find that in only one case (CD PRESS publishing house) the number of images in which there are female characters is greater than the number of images that include male characters.

[2] UNESCO 2017, Making textbook content inclusive: a focus on religion, gender, and culture, accesat la https://unesdoc.unesco.org/ark:/48223/pf0000247337

[3] https://www.manuale.edu.ro/

[4] http://ctice.gov.md/manuale-scolare/

The most disproportionate is the Ars Libri textbook, where we observe that the number of male images is equal to the mixed one, the images with female characters being 10% and the number of male images is 45%, followed by the textbook from the Republic of Moldova, where the images containing female characters are 10.76%, while male characters are 18.84%.

The textbook of the CD PRESS publishing house has a percentage of images with female characters of 22%, higher than those with male characters, 16%, and mixed images are 62%.

Based on the presumption of representativeness, we believe that to be representative, that is, that the proportion of women and girls is proportionally equal to that of men and boys, textbooks should contain approximately equal numbers of images of women and men. In conclusion, none of the textbooks respected this principle, for all of them mixed images were predominant.

As for the pictorial representation of people from different categories than the typical ones, in Romanian textbooks we identified, in total, 1 (one) image of people of another religion, 6 images of people of another ethnicity, 3 (three) images of people with disabilities and 1 (one) image of a person coming from disadvantaged backgrounds.

In the textbook from the Republic of Moldova, we counted 3 (three) images of people of a different religion than the majority, 6 (six) images of people of a different ethnicity, 18 images of people with disabilities and 6 (six) images of people from disadvantaged backgrounds.

As we can see, comparatively, the textbook from the Republic of Moldova is much more inclusive than the textbooks from Romania, having a better representation for all social categories.

UNESCO 1st Criterion: Use of inclusive language

UNESCO guidelines recommend the use of inclusive language in textbook writing. Some aspects that denote the inclusiveness of the language are: avoiding too broad generic terms that may seem neutral, but too simplistically represent a society, religion or other groups, the use of the plural for references to peoples, cultures and languages, to avoid a uniform vision of cultures, alternating masculine and feminine in titles and occupations.

From the analysis carried out (Table 2) we notice that the most frequent words used in the textbooks used are generic ones. Thus, the Corvin Publishing House uses the word citizen/citizens 298 times and

Man/individual/human being/Person, 177 times. In third place is student/students, used 54 times. It should be noted that feminine forms such as student/students, member/members, candidate/candidates, specialist/specialists, representative/representatives, employee/ employees/employers, have zero uses.

At the CD PRESS publishing house, the same pattern is found in the way of using inclusive language, namely, citizen/citizens 235 times, man/individual/human being/person, 103 times, missing the use of feminine forms also presented in the analysis of the Corvin publishing house.

The Ars Libri publishing house used the generic expressions man/ individual/ human being/ person 193 times, student/students 53 times and representative/representatives 48 times. Compared to the previous textbooks, it mentioned only one student/students.

The textbook used in the Republic of Moldova is very rich in inclusive nouns, used in both their feminine and masculine forms. Man/ individual/ human being/ person are used 528 times, student/students 144 times, member/members 87 times. Student/students were used 8 times, but as in the other textbook, the feminine for member/members, candidate/candidates, representative/representatives, employee/ employees/employers were not used. In this textbook are used the most feminine forms such as girl/girls and woman/women.

I would like to highlight the fact that the masculine plural is also used instead of the feminine form. Even if they are rare, the textbook of the Republic of Moldova includes inclusive expressions such as a dancer (page 15); daughter/son, sister/brother, aunt/uncle, grandmother/grandfather (page 17), Dear Mr./Ms. Mayor, To Mr./Ms. Mayor (page 65).

UNESCO 2nd Criterion: Representation of diverse identities

The UNESCO Guide recommends that textbooks provide a fair and accurate representation of the cultures that make up societies. In this regard, one must take into account the balance of numbers and types of roles between male and female characters, providing factual data about various groups, both religious and non-religious, explaining the absence of women or men in certain fields and occupations by reference to historical contexts and stereotypes.

I analyzed the images (Table 3) from the textbooks from the point of view of the roles in which both girls/women and boys/men are found. Thus, in Romanian textbooks, girls/women were portrayed as peace activists, teenage girls of Pakistani origin, writers, young voters, doctors,

sellers, leading actresses. In the manual from the Republic of Moldova we meet teaching staff call-center operators, seamstresses, attendants for people with physical impairments, religious young women.

The boys/men in the textbooks used in Romania were represented as president/leader, actor, politician, writer, film producer, philosopher, journalist, lawperson, candidate, employee, teacher, journalist, security guard, volunteer. In the textbook from the Republic of Moldova we meet a leader, a medical staff, an athlete, a trusted person, a voter, a violent adult, but also a mediator, a statistician.

As for common representations (female and male characters), in the textbooks from Romania we meet writers, bank colleagues, members of the Local Council, and in the textbooks from the Republic of Moldova, students, parents, employees, leaders, family members of different ages, activists, candidates, voters, people with physical impairments, communicators, people with children in their arms.

As we can see, the textbooks from Romania contain a greater variety of male roles, while the textbook from the Republic of Moldova contains a greater variety of mixed roles.

Of the three Romanian textbooks analyzed, only the textbook from the CD PRESS publishing house makes explicit references to persons/groups of other nationality/religion: Nelson Mandela, Bana Alabed and Malala Yousafzai.

The Republic of Moldova's textbook includes topics dedicated to awareness of differences according to race, nationality and language, wealth, religion, age, gender, social condition and physical and mental condition. It also explains but also have dedicated themes on how differences and similarities shape human relationships.

Examples: a Muslim girl (page 20), topic 5: Human similarities and differences (pages 22-24), on page 77, there is talk about the fact that within the student councils it is mandatory to ensure gender balance, ethnic and social belonging, including those with special needs. On page 17, however, we encounter a stereotype whereby fathers are the ones who financially support the family, compared to mothers whose obligation is to give birth, so that both then participate in raising the children. I believe that mothers who go to work and their contribution to the family budget are invisible. "Thus, in a family, the child is the one who has special needs for love, care and support from the parents, the mother is the one who gives birth to the children, the father supports the family financially, both parents take care of the child's education, etc.."

Also, in the paragraph above, we notice the expression ...the child...special needs of love...No matter what kind of need it is, the connection between the child and the special needs is induced.

On page 50, the text refers to trusted people and institutions, and the images shown are of a young woman comforting a young man, a female telephone operator (the trusted phone) and two men shaking hands.

UNESCO 3rd Criterion: References to human rights

UNESCO experts recommend the integration of human rights in school textbooks, pointing out that their examination by students can broaden perspectives and encourage critical thinking. In addition, rights mainstreaming helps raise awareness of the message that all individuals are equal and deserve respect. Cultural diversity at the level of societies can be represented by a variety of cultural expressions, such as differences in language and art.

In all three Romanian textbooks analyzed there are references to human rights:

• Corvin Publishers: there is a chapter dedicated to human rights, but almost the entire content is gender neutral. It is no chronology of rights won at the national and international level, no mention of women's struggle to win rights. Law 202/2002 on equal opportunities between women and men is mentioned and there are 2 illustrations of women voting;

• CD PRESS publishing house: the content is mostly gender neutral, but information about the census vote is also briefly mentioned. Also, at the end of the subchapter "I know and respect human rights" are mentioned, along with a short text, some personalities who have been/are active in the field of human rights (examples: Nelson Mandela, Malala Yousafzai, Bana Alabed);

• Ars Libri Publishing House: the emphasis falls on the right to vote and to be elected as examples of active citizenship. References are made to the Declaration of Human Rights by citing several articles.

In the Republic of Moldova textbook there are topics that study human rights: Topic 5: Human similarities and differences (pages 22-24), in which human rights and the Universal Declaration of Human Rights adopted by the UN General Assembly in 1948 are presented.

Also, as the authors stated, the entire structure of the manual is designed to prepare the young citizen for life in society. In this sense, the curriculum of this discipline includes, for students in the 5th grade, the

following themes: All different, all equal, Bullying, Everyone's opinion matters, Team relationships. For students in the 6th grade, the subjects studied are: Human dignity and human rights, Communication and conflict, social behavior and Solutions to class problems. In conclusion, even if in Romania there are several textbooks from which teachers can choose, I consider that the textbook from the Republic of Moldova is much more representative of our realities. Visually, there is a greater diversity of people included, we meet people of all races, of different ethnicities, with various disabilities. There are also themes dedicated to the study of human rights, the inclusion and respect of people with different degrees of mobility in collective life.

In my opinion, the most important life lesson that can be learned from this textbook is the understanding the importance of diversity and benefit for a collective.

REFERENCES

Barbu, Daniela, Bondar Ancuța, Neagu Cătălina, Stan Stoica, (2019), *Social Education. Textbook for 7TH grade,* CD Press Publisher:

https://manuale.edu.ro/manuale/Clasa%20a%20VII-a/Educatie%20sociala/U0MgQ0QgUFJFU1MgU1JM/A801.pdf

Bourdieu, Pierre, (2003), *Masculine Domination*, Bucharest, Meridiane Publishing House, pp. 51-98

Bratu, Victor, Lupşa Elena, Bratu Alina, (2019), *Social Education. Textbook for 7TH grade,* Corvin Publisher:

https://manuale.edu.ro/manuale/Clasa%20a%20VII-a/Educatie%20sociala/U0MgRURJVFVSQSBDT1JW/A802.pdf

Dolghi, Adrian, Felea Alina, (2019), *Education for society, Textbook for 5TH and 6TH grades,* Texter Publisher: http://ctice.gov.md/manuale-scolare/

Ipate-Toma, Cristina, Crivac Georgeta-Mihaela, Chiriță Daniela, Diaconescu Gabriela-Carmen, (2019), *Social Education. Textbook for 7TH grade,* Ars Libri Publisher,

https://manuale.edu.ro/manuale/Clasa%20a%20VII-a/Educatie%20sociala/U0MgQVJTIExJQlJJIFBS/A797.pdf

UNESCO 2017, *Making textbook content inclusive: a focus on religion, gender, and culture*: https://unesdoc.unesco.org/ark:/48223/pf0000247337

Table 1: Image analysis

Publishing Hause Textbook	Total imagies	Girls/Women	Boys/Men	Mixte
Ars Libri	94 (100%)	10 (10%)	42 (45%)	42 (45%)
CD PRESS	125 (100%)	28 (22%)	20 (16%)	77 (62%)
Corvin	234 (100%)	28 (12%)	63 (27%)	143 (61%)
Texter	223 (100%)	24 (10.76%)	42 (18.84%)	157 (70,4%)

Table 2: The alternation of feminine/masculine language in the analyzed textbooks

Word	Publishing Hause frequency			
	Corvin	CD PRESS	Ars Libri	Republic of Moldova
Girl/Girls	1	0	0	21
Boy/Boys	0	1	0	15
Woman/Women	1	5	5	13
Man/Men	0	1	5	14
Colleague/Colleagues (M)	28	22	23	81
Colleague/Colleagues (F)	2	3	1	5
Learner/Learners (M)	54	77	53	144
Learner/Learners (F)	0	0	1	8
Member/Members (M)	36	29	19	87
Member/Members (F)	0	0	0	0
Candidate/Candidate (M)	15	25	12	17
Candidate/Candidate (F)	0	0	0	0
Specialist/Specialist (M)	11	5	4	11
Specialist/Specialist (F)	0	0	0	3
Representative/Representati	22	45	48	0

ves (M)				
Representative/Representati ves (F)	0	0	0	0
Employee/Employees Employer/Employers (M)	7	4	7	6
Employee/Employees Employer/Employers (F)	0	0	0	0
Citizen/People	298	235	26	29
Man/ Individual/ Human being/ The person	177	103	193	528

Table 3: Male and female representations

pictured in the textbooks from for	
Girls/Women	
Romania	**Republic of Moldova**
activists for peace and human rights;	Teacher
teenage activist girl from Pakistan for the children education right	Young woman with a different religion
Writer	call-center operator;
young woman voting	empathic people
Saleswoman	Needlewomen
Physician	companions of disabled people.
actress in main character	
Boys/Men	
president/king/ monarch / emperor/ sultan/ tsar/lord (leaders)	Lord
actor	Medic
politician/senator/minister	Athlete
writer	trusted person (p.50)
film producer	person who votes
philosophy	violent adult
Judge, prosecutor	Mediator
candidate	data collector and statistical analysis
employee	
teacher, counselor	
reporter	
security guard	

volunteer	
Mixed roles	
writer;	Students
colleague at school	Parents
member of the Local Council	Employees
	Leaders
	family members, at various ages
	environmental activists
	Candidates
	Electors
	disabled people (physical and/or mental)
	Communicators
	people carrying children

ORIGIN SOURCES OF ENGLISH VETERINARY TERMINOLOGY

OLENA SYROTINA*

o.mishak@nubip.edu.ua

Abstract: *The article is devoted to the characteristics of the formation peculiarities of the veterinary terminology in the English language. Based on the analyzed sources of the formation of English veterinary terms, it was concluded that the term system develops under the influence of semantic processes in the vocabulary of the national language and their assimilation by the term system of veterinary medicine. An important source of the increase in English veterinary terminology is borrowing from the terminology of various disciplines and fields, since veterinary medicine is a complex integrative science that combines dozens of sections and directions. Significant sources of the increase in the English veterinary terminological system are borrowings from other languages, metaphorization and neologization.*

Keywords: *terminology, veterinary medicine, origin sources of terms, terminologicalization, borrowing, word formation, neologization.*

Introduction

Globalization and internationalization processes taking place in the world contribute to the rapid accumulation of scientific information throughout the world, as a result of which there is a rapid increase in the number of terms in various fields, including the field of veterinary medicine. Veterinary medicine is one of the oldest areas of human activity, therefore, the terminology of veterinary medicine has long been established, but at the same time, it is also a constantly evolving terminology.

The terminology of veterinary medicine is a set of names denoting the concept of veterinary as a science, and special nomenclature names of veterinary as a field of professional activity. The modern terminology of veterinary medicine is one of the broadest and most complex in terms of conceptual and substantive terminological systems. Its lexicon consists of several hundred thousand words and phrases. The terminology of veterinary medicine consists of three main terminological groups:

* **PhD. in Pedagogy, Associate Professor, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.**

anatomical, clinical and pharmaceutical, each of which defines its own range of concepts. Anatomical terminology – names the organs of the animal and their functions, clinical – indicates the names of diseases, their symptoms, painful conditions, and pharmaceutical – gives the name of medicinal products. The most frequent are the lexical units denoting the names of diseases and the processes, methods of treatment. This is due to scientific progress in veterinary medicine, the emergence of new diagnostic and treatment methods, medical devices and tools, and new fields of veterinary medicine. In veterinary medicine many new scientific concepts and terms appear, many old ones are undergoing one or another change, which makes it possible to most fully and clearly trace the development trends and ways of their formation, the laws of language naming, on the material of English veterinary terminology. The relevance of our study is due to the fact that the history of the formation of the main sources of the formation of English-language veterinary terms is insufficiently studied from a linguistic point of view.

Materials and methods of research

The research material was a sample of lexicographic data recorded in English specialized dictionaries Black's Veterinary Dictionary (2015); Concise veterinary dictionary (1988); Dictionary of Veterinary Nursing E-Book (2007); Saunders comprehensive veterinary dictionary e-book, Veterinary Dictionary (2018).

The main methods used in our research are the method of semantic analysis of terms, lexicographic analysis, methods of classification and systematization, and the method of derivational analysis of terminological units.

Literature Review

In the scientific studies of S. Amelina, I. Gopak[1], T. Nemova, M. Lychuk[2] [3], the peculiarities of the formation of clinical veterinary

[1] S.M. Amelina, I.M. Hopak, *Structural and semantic characteristics of English terms of the subtitle of veterinary medicine in the context of Ukrainian translation*. Scientific Bulletin of the National University of Life and Environmental Sciences of Ukraine. Series: Philological sciences, 2016. Issue 248. pp. 156–161.

[2] T.V. Nemova, M.I. Lychuk, *Clinical veterinary terminology.* International Philological Journal, 2022, Vol. 11 (1), pp. 73-81.

[3] T. Nemova, M. Lychuk, *Peculiarities of the formation and translation of the terminology of clinical veterinary hematology*. International journal of philology, 2021. Vol. 11 (3), p. 73-81.

terminology, the structural organization of its terms were considered. The studies of Yu. Rozhkov, O. Syrotina, and V. Lashkul[4] are devoted to semantic phenomena in the English terminology of veterinary medicine. Word formation, lexical-semantic and syntactic aspects of clinical veterinary terminology were the subject of scientific research by I. Karbovnyk[5], morphological features of veterinary terminology were studied by T. Cherepovska, O. Binkevich[6]. The works of Y. Rozhkov[7],[8],[9] are devoted to the research of veterinary terminology in cognitive and structural-semantic aspects. The categories of space, time and process in the English terminology of veterinary medicine were studied by O. Syrotina[10],[11].

At the current stage, linguists have studied the processes of development and formation of veterinary terminology in sufficient detail, lexical-semantic features of veterinary terms, functional features of veterinary scientific text, proposed a typology of term systems in veterinary medicine and determined methodical approaches to its analysis. Linguists have carried out a number of studies of veterinary terminology, which determine its main characteristics. However, the research of domestic and foreign linguists, devoted to certain aspects of veterinary terminology in the English language, does not provide an

[4] Yu. Rozhkov, O. Syrotyna, V. Lashkul, *Semantic phenomena in English clinical terminology of veterinary medicine.* Cogito – Multidisciplinary Research Journal, 2022. Vol. XIV, no.3, 246-265.

[5] I.V., Karbovnik, *Latin clinical veterinary terminology: word-formation, lexical-semantic and syntactic aspects*. Scientific Bulletin of S.Z. Gzhitsky LNUVMB. 2018, Vol. 20. No. 86. P. 161–166.

[6] T. Cherepovska, O. Binkevich, *Morphological peculiarities of veterinary terminology in the context of teaching English for specific purposes.* Scientific notes of the National University "Ostroh Academy": series "Philology". 2019, Vol. 5(73), p. 310–312.

[7] Yu. G. Rozhkov, *Linguistic Representation of the Feature Category in the English Clinical Veterinary Terminology.* Cogito – Multidisciplinary Research Journal. 2022, Vol. XIV, no. 1, 188-203.

[8] Yu. G. Rozhkov, *Terminology of veterinary medicine: cognitive aspect.* Scientific Bulletin of the International Humanitarian University, 2018, 3. 203-205.

[9] Y.G. Rozhkov, *Linguistic-cognitive approach to the study of the terminology of veterinary medicine*. Scientific notes of the National University of Ostroh Academy. Series "Philological, 2017, No. 66, 72-77.

[10] E.A. Syrotina, *Categories of space and time in the English terminology of veterinary medicine*. Studia Humanitatis, 2020, No. 3.

[11] E.A. Syrotina, *Representation of the process category in the English clinical terminology of veterinary medicine*. Studia Humanitatis, 2021. No. 3.

opportunity to make a complete picture of how veterinary terms are formed with the development of veterinary science. The study of the general trends in the development of the studied terminology in the English language and the sources of its formation is important from both a theoretical and a practical point of view.

The diversity of the composition of the terminological vocabulary indicates that the terminology takes its origins and replenishes resources from different sources and with the help of different linguistic means, that the formation of each terminological system has, as a rule, a long history, which reflects the peculiarities of the formation of the language of different eras as a whole under the influence of internal and factors external to the language[12].

Veterinary medicine is a science dealing with the prevention, diagnosis and treatment of animals. This scientific branch arose in the 4th millennium BC in several countries at once. With the fall of the Roman Empire, veterinary medicine as a branch disappeared for many centuries, as did the veterinarians themselves. Only in 1761, the first veterinary school appeared in Europe. Already before the beginning of the 20th century, it became possible to talk about veterinary medicine as a full-fledged science, although for many decades it was institutionally dissolved in medicine, animal husbandry and agriculture. Being in the shadow of other sciences, the language of veterinary medicine did not fall into the sphere of interests of linguists, although veterinary medicine is primarily a medical science. Humane and veterinary medicine, from the moment of the birth of the case of treatment, initially developed together, but gradually veterinary medicine was separated into an independent science[13]. However, the connection of methods and means of treatment in both fields is constantly present.

The formation of the veterinary terminology is determined by the specificity of veterinary medicine as a science, which is a complex integrative science. Veterinary terminology is a complex phenomenon, it is characterized by the use of terms borrowed from the terminology of various disciplines — biology, animal anatomy, chemistry, physics, microbiology, genetics, medicine, therefore the most common source of its

[12] Philip Durkin, *Borrowed Words: A History of Loanwords in English*. 2014, OUP Oxford, 468.

[13] S.K. Rudyk, *Course of lectures on the history of veterinary medicine: study guide.* Kyiv: Aristea, 2005, pp. 6-10.

formation is borrowing at the interdisciplinary level. For clarity, we shall consider several examples of cross-industry borrowing:

1) medical: abortion — premature termination of pregnancy; to affect — to impress (about a disease); adenoma is a benign tumor of glandular epithelium and connective tissue stroma; allergy —increased sensitivity of the body to substances that cause various disorders; anabiosis —a state of the body consisting in an almost complete but reversible cessation of vital functions; carrier — bacillus carrier; diagnosis —recognition of the disease, its name; diarrhea —frequent release of liquid stools in case of a gastrointestinal tract disorder; glioma —a benign tumor that develops from cellular elements of neurology; hemorrhage —bleeding; hyperthermia —a significant increase in body temperature due to impaired thermoregulation; infection; inflammation; influenza; inhalation; intravenous; lactation —milk production, milk secretion; locus — hearth, focus (diseases); medication — medical treatment; metabolic disease— disorder of metabolism; outbreak; vector — carrier of infection; vesicular; viral disease; wound; zoonotic disease — zoonosis (a disease transmitted to humans from animals);

2) biological, which also includes botanical and zoological terms: adaptation— adaptation of the organism to new conditions of existence in the external environment, which arose in the process of evolution; anabiosis – a state of the body, consisting in an almost complete, but reversible cessation of vital functions; cell, chromosome, female, germ, male, neuter, nutrition, sac, selection, genus;

3) human and animal anatomy: bile, bowel, cartilage, caecum, gland, intestine, joint, lymph, pancreas, pulp, rumen – the first part of the stomach of ruminants, reticulum – the second part of the stomach of ruminants, thorax, tissue, trunk, udder, femur – femur, humerus – shoulder bone, mandible – lower jaw,

4) terms of genetics: allele is one of the forms of a gene; autosome - any of the set's chromosomes, except sex chromosomes; gene – the basic physical and functional unit of heredity; recombination – the process of offspring obtaining a combination of genes different from the combination of genes of one of its parents; heredity, variability, selection;

4) chemical: alkaloids — a group of nitrogen-containing organic substances, usually of plant origin; antibiotic — a chemical substance - the result of the synthesis of fungi and bacteria, which kills other organisms or delays their growth; antioxidant – an antioxidant, a compound that slows down the rate of oxidative reactions; bacteriocide - a chemical reagent or a

drug that kills bacterial cells; catalyst —a substance that accelerates a chemical reaction; contaminant—an undesirable chemical component present in a compound or a mixture of compounds; rurine is a nitrogenous base that has two rings and is part of nucleic acids.

One of the most important sources of the origin of English terminological units of veterinary medicine is borrowing. It is an element of a foreign language (word, morpheme, etc.) that was transferred from one language to another as a result of language contacts[14].

Words borrowed from other languages make up a significant number of English veterinary terms. These terms entered the national terminological system as ready-made language units together with the concepts that names they are. Borrowed terminological units of English medical terminology consist of the following groups: 1) Greek-Latin borrowings, for example, chorion, diabetes, emphysema, myopia, ophthalmia, pneumonia, trauma, anatomy, hygiene, hemorrhage, diagnosis, symptom, bacteria, organ, arteria, vein, femur, humerus, occiput, mandible, puncture, pulp, etc. A number of terms of Arabic origin entered the English language through the Latin language, for example, alcohol, nitrate, camphor, saffron, natron, alkali; 2) Scandinavian borrowings, for example, skin, kidney, skull; 3) French borrowings, for example, cartilage, amputate, bowel, cartilage, cramp, degeneration, deglutition, delivery, denture, diarrhea, diphtheria, disease, dislocation, teak, shock, ergotism; 4) German borrowings, for example, hand, finger, nose, airs, chin, wrist, foot, head, hair, etc.

One of the origin sources of veterinary vocabulary in the English language is the semantic processes in the vocabulary of the national language and their assimilation by the veterinary terminology system. In the English language, there are certain lexical units with a general meaning, which have gained special importance in veterinary medicine and have become part of its terminology. This process occurs without changing the original meaning in the general vocabulary. Such words become terminological if, having received a special definition, they take their place in the terminological system of veterinary medicine.

For example, the word "distribution" in Cambridge Dictionary is explained as 1) the way in which people or things are spread out in a

[14] *English Lexicology: tutorial*. O.L. Ilienko, I.A. Kamienieva, Ye.S. Moshtagh, O.M. Beketov. National University of Urban Economy in Kharkiv. Kharkiv: Publishing House I. Ivanchenka, 2010, p. 158.

place; 2) the process of giving things out to several people, or spreading or supplying something. In epidemiology — "the frequency, nature and spatial distribution of problems and events related to the health of the population"[15].

The word "transmission" means the process of passing something from one person or place to another[16], in veterinary medicine — "transmission and spread of the causative agent of an infectious disease from a source to a susceptible organism in an epizootic process. This is an integral attribute of any infectious disease, which determines its contagiousness"[17].

The word "screening" in a special dictionary is defined as 1) a test or examination to discover if there is anything wrong with someone; 2) a process in which someone's previous jobs, personal activities, etc. are examined in order to find out if they are suitable or able to do a particular job. In veterinary medicine — "examination of a large group of animals, usually with the help of inexpensive tests, with the aim of detecting a certain disease"[18].

The word "morbidity" denotes: 1) the morbidity of a disease is how many people have it in a particular population; 2) the fact of being too interested in unpleasant subjects, especially death[19]; in veterinary medicine — "any deviation, subjective or objective, from a state of physiological well-being or a decrease in productivity. An indicator of the coverage of the animal population by any disease. It is expressed as the ratio of the number of patients to the total number of susceptible animals in the controlled population and is most often calculated per 100,000 heads"[20].

The word "mortality" in Cambridge Dictionary is explained as 1) the way that people do not live forever; 2) the number of deaths within a particular society and within a particular period of time[21]; in veterinary medicine — "an indicator of the severity of the occurrence and spread of the disease, its impact on the animal population. It is expressed as the ratio

---

[15] *Cambridge Dictionary. Retrieved from: https://dictionary.cambridge.org VDS*

[16] Ibid.

[17] V.V., Nedosyekov, V.P., Lytvyn, V.V., Polishchuk, V.V., Melnyk, O.M., Gomzykov, O.H. Martyniuk, *Dictionary of epizootological terms*. Kyiv: OJSC, 2014, Ryabina, p.74.

[18] Ibid p.64.

[19] *Cambridge Dictionary. Retrieved from: https://dictionary.cambridge.org VDS*

[20] V.V., Nedosyekov, V.P., Lytvyn, V.V., Polishchuk, V.V., Melnyk, O.M., Gomzykov, O.H. Martyniuk, *Dictionary of epizootological terms*. Kyiv: OJSC, 2014, Ryabina, p.16.

[21] Cambridge Dictionary. Retrieved from: https://dictionary.cambridge.org VDS

of the number of deaths from the disease to the total number of the controlled population and is calculated for 100, 1000, 10000, etc. heads"[22].

One of the sources of replenishment of English veterinary terminology is the process of eponymization, which began in medicine, including veterinary medicine, in the middle of the last century with the naming of diseases by the names of scientists who researched and discovered diseases. In the eponymous terminology, the names of more than 6 thousand doctors and scientists representing more than 60 countries of the world are immortalized. Eponyms are terms containing proper names, reflect the development of veterinary medicine as a science, denote concepts directly related to the causes, diagnosis of animal diseases and their treatment. As an example, we will cite the nomination of diseases named after a person whose name is associated with research and discovery of the disease: Aujeszky's disease, Barlow's disease, Chagas disease, Christmas disease, Legg-Calve-Perthes disease, Marek's disease, Carrion's disease, Stevens-Johnson syndrome, Teschen disease, Yone's disease. The process of emergence of new eponymous terms is continuous because eponyms reflect the results of scientific discoveries and practical activities of scientists.

An important source of replenishment of the English veterinary terminological system is neologization. According to O. Selivanova, "a neologism is a word or compound used in a language in a certain period to denote a new or already existing concept in a new meaning and is understood by native speakers"[23] [22, p. 43].

The formation of neologisms is associated with the development of branch science, scientific and technical progress in general, which stimulate the emergence of new concepts and their names. With the advent of such sciences as microbiology, immunology, biochemistry, genetics, biotechnology, the terminological apparatus of veterinary medicine began to be increasingly replenished with words of English origin. Another factor affecting the development of the studied terminology of the English language is the emergence of new diseases. Recently, diseases such as AIDS, bovine spongiform encephalopathy (rabies cow disease), bird flu (H5N1 virus), swine flu (H1N1 virus) etc. have appeared. All these new phenomena must be named, documented and disseminated among scientists and society, therefore new terminological nominations must be formed.

[22] V.V., Nedosyekov, V.P., Lytvyn, V.V., Polishchuk, V.V., Melnyk, O.M., Gomzykov, O.H. Martyniuk, *Dictionary of epizootological terms.* Kyiv: OJSC, 2014, Ryabina, p. 19.

[23] O.O. Selivanova, *Linguistic encyclopedia.* Poltava: Dovkillya-K., 2010, p.43.

One of the sources of veterinary terminology is metaphorization. The formation of metaphors is atypical for terminology, which follows from the basic requirements that are put forward to terms (unambiguity, precision, etc.), however, as far as the field of veterinary medicine is concerned, it is full of metaphors. Metaphorization processes demonstrated extraordinary activity in the formation of terms denoting animal diseases, "based on the use of signs of one conceptual sphere to denote another"[24].

One of the most productive in veterinary terminology is the anthropomorphic metaphor, since it is characteristic of human consciousness to know the external world in a close associative connection with personal experience of a biological and social nature. Linguistic analysis of the terms-metaphors in the field of veterinary medicine allows us to identify the following semantic groups among anthropomorphic metaphors:

1) metaphors that draw analogies between the processes of the course of diseases and the names of human actions, ways of movement, for example: intestinal obstruction, retention of placenta, urinary incontinence, meconia retention;

2) metaphors, which are used for nominations of pathogens words that characterize the behavior or action of a person, for example: the specific sign of human action to bear (give birth) in the English language can be transposed to a certain scenario of the pathogen behavior. Based on this principle, a number of terms were formed, for example, food-born are "diseases whose pathogens are spread through contaminated feed and enter the body through the digestive organs through the alimentary (oral) route[25]; food-born, water-born, tick-born, rodent-born and similar diseases;

3) metaphors that draw analogies between the qualities inherent in a person and the signs that characterize animal diseases, for example: communicable diseases are diseases that are transmitted, pathological conditions of the body that arise as a result of infection with a living pathogen, a specific pathogen; slow infections are "a group of diseases, the distinctive features of which are the incubation period from several months to several years"[26]; crazy chick disease is "a disease manifested by impaired coordination of movements, weakness, tremors, muscle spasms"[27];

4) metaphors that are used for nominations of phenomena, words characterizing human qualities, for example: active immunity is resistance

[24] O.O. Selivanova, *Linguistic encyclopedia.* Poltava: Dovkillya-K., 2010, p. 388.

[25] V.V., Nedosyekov, V.P., Lytvyn, V.V., Polishchuk, V.V., Melnyk, O.M., Gomzykov, O.H. Martyniuk, *Dictionary of epizootological terms*. Kyiv: OJSC, 2014, Ryabina, p. 24.

[26] Ibid, p.46.

[27] Ibid, p.26.

of the organism that has developed in response to the introduction (entry) of an infectious agent or vaccine preparation and, as a rule, is characterized by the increase (appearance) of antibodies. Passive immunity is the resistance of the body, obtained at the expense of ready-made protection factors. Drugs containing antibodies (sera and immunoglobulins) usually serve as such factors[28]. Active surveillance is a purposeful collection of data about a phenomenon (disease), through direct contact of the researcher with practicing doctors, laboratories, clinics, animal owners, patients. Passive surveillance is the collection of data about a phenomenon (disease) by recording the data received by the veterinary administration from practicing doctors, laboratories, clinics[29];

5) metaphors, which are formed by analogy with the shape of the human body or the names of its parts. In clinical veterinary terminology, this group includes such names as ciliary body, inclusion bodies, dropped sole, foot and mouth disease, Paschen bodies, Gvarniery bodies, Borrel bodies;

6) metaphors, which are formed on the basis of the external similarity of the symptoms of the disease to household objects. This group includes such names as Soronavirus infection, coronaviruses most often affect livestock, birds, cats, dogs and humans. In shape, coronaviruses resemble balls with rather large (about 20 nanometers) protrusions-tentacles located in the form of a solar corona, which is why they got their name), portals of infection is "the place of penetration of a pathogenic microbe into the body"[30].

7) metaphors that draw analogies between the anatomical forms and processes of the course of diseases and the names of professional instruments, for example: ear-drum, drum membrane, drum belly is "excessive accumulation of gases in the intestine, caused by increased fermentation processes and violation of its motor-secretory function")[31];

Common are zoomorphic metaphors that appear as a result of transfer to the names of the diseases represented by them, which are formed on the basis of the similarity of the shape of the body parts of an animal affected by the disease with the body parts of a certain animal, for example, cancer. Hippocrates first gave the name of cancer. It was he who introduced the medical term "carcinoma", which comes from the Latin word "cancer",

[28] Ibid, p.17.

[29] Ibid, p.10.

[30] V.V., Nedosyekov, V.P., Lytvyn, V.V., Polishchuk, V.V., Melnyk, O.M., Gomzykov, O.H. Martyniuk, *Dictionary of epizootological terms*. Kyiv: OJSC, 2014, Ryabina, p. 37.

[31] D.R., Lane, S., Guthrie, & S., Griffith, *Dictionary of Veterinary Nursing E-Book*. Amsterdam: Elsevier Health Sciences, 2007, p. 153.

which means "cancer", "crab". The term metaphor was formed on the basis of the similarity of a malignant tumor with the shape of a cancer or a crab, since, in addition to the main "body", the tumor has inflammatory branches that resemble the limbs of a crustacean. This group of terms also includes such names as hare lip is "congenital defect: bifurcation of the upper lip" [32], elephant leg is "chronic thickening of the skin and subcutaneous adipose tissue, accompanied by severe lymph stagnation"[33].

Word-forming processes are an important source of replenishment of the veterinary terminological system: affixation, composition of bases. The analysis of the word-forming processes of the existing forms of terms allows us to establish that an extremely common way of forming English terms in the field of veterinary medicine is word compounding, that is, combining two or more words, as a result of which a complex word is formed.

There is a simple word formation in which the components of such a noun are directly adjacent to each other, for example: cowpox, bumblefoot, heartstroke, lockjaw, monkeypox, chickenpox, smallpox, ovoviviparity, neoplasm, gonatocele. The constituent parts of a complex term can also be connected using the connecting elements -i- and -o-, for example: kernicterus, taeniafuge, serosurveillance, myxomatosis, cystoscopy, bronchopneumonia.

In veterinary terminology, the prefix method of word formation is the most productive, and both Greek and Latin prefixes (Greek-Latin doublet prefixes) are used in parallel with the same meaning, for example, circum-/peri- meaning around; from all sides, for example, peritoneal; pseudo- meaning false, for example, pseudo-cowpox; contra- /anti- in the meaning of the opposite position, state, against, for example, antiserum- against anything; in-(im)/en- in the sense of being located in the middle of something or negating, for example, incurable (about the disease). As well as on antonymous prefixes opposite in meaning, in particular: ante-, pro- in the sense of location in front of something, for example, proestrus is the period preceding estrus in animals; ad- in the sense of joining something, when, to, for example, adhesion is sticking, sticking together; de- in the meaning of deleting, removing, eliminating, from, decrease, for example, dehydration; hyper- in the meaning of above, higher, for example, hypercapnia - increased carbon dioxide content in the blood; hypo- in the

[32] Ibid, p.158.

[33] Merriam webster. Retrieved from: https://www.merriam-webster.com/dictionary/elephantiasis#medicalDictionary.

meaning of below, beneath, under, for example, hypoalgesia is reduced pain sensitivity; post-, meta- in the meaning of location behind something, after something, for example, postoperative, metastasis is distant from the primary, secondary focus of the pathological process[34].

In addition, we often see the use of prefixes: con- indicates a combination, a compatible action, for example, consilium – joint meeting of doctors; de- (des-) indicates a deterioration, for example, degeneration; desinfection; dis- indicates distribution, for example, dissemination; epi- indicates the location on top, for example, epicatdium –the outer layer of the heart wall; extra- indicates a location outside of something, for example, extracapsular; inter- indicates the location between, for example, intercostal; intra- indicates the location inside, for example, intravenosus; per- indicates movement through, for example, perforation; re- indicates reversibility, repetition, for example, reinfection; sub- indicates a lower degree, for example, subacutus; super- indicates an increase in something larger than normal, for example, superficial; supra- indicates an increase in something larger than normal, for example, suprarenal; trans- indicates movement, for example transfusion; ultra- indicates a decrease in something less than the norm, for example, ultrasound – acoustic vibrations that perform diagnostic tests in veterinary medicine.

1. The prefix a- has the meaning of lack or absence of something. This prefix performs the role of negation by joining the base, for example: Agranulocytosis is a disease characterized by the absence of granulocyte formation, which in turn leads to a lack of white blood cells[35].

2. The prefix pseudo- from the Greek pseudes – false, fake, for example, false cowpox is a zoonotic disease, as a result of infection, papules are formed on the udders of sick cattle, similar to pseudo-cowpox occur with smallpox, while all other symptoms are different[36].

3. The prefix hyper- from the Greek hyper – above the level, excessive, for example, hypercapnia – an increase in the content of carbon dioxide in

[34] T., Cherepovska, *English for veterinary medicine: the semantic peculiarities of terminological system and the ways of teaching*. Humanities and Social Sciences in Europe: Achievements and Perspectives. The 3rd International symposium proceedings (January 25, 2019), Premier Publishing s.r.o. Berlin, pp. 95-96.

[35] Yu. G. Rozhkov, *Verbalization of animal diseases by means of the English language: linguistic-cognitive and structural-semantic aspects*: diss. Borys Grinchenko Kyiv University, 2021, p. 120.

[36] Ibid, p. 121.

the blood; hypercalcemia from the Greek hyper – higher level, the disease is characterized by an excess of calcium in the blood.

4. The prefix endo- from the Greek endos – internal. Joining the root of a word denoting a certain organ or part of an animal's body, together with a suffix, for example, -itis forms the name of a disease, for example, endometritis inflammation of the inner layer of the uterus; endocarditis – of the inner layer of the heart, called the endocardium.

5. The prefix hypo- from the Greek hypo – below the level, under. Joining the root, denoting a certain part of the body or organs, creates the concept of a lack of certain properties or elements in one or another phenomenon, for example: hypoplasia from the Greek hypo -, plasis – is formation (underdevelopment, or complete absence of one or another organ or property of the body); hypocalcemia from the Greek. – hypo, calcus – calcium, suffix emia – is blood. In this case, the root of the word calc-, adding the affixes hypo- and emia- creates the concept of a low level (hypo) of calcium (calc) in the blood (emia)[37].

6. The prefix macro- from the Greek macros – large, massive. By joining the root of the word, it creates the name of a disease in which there is an increase in a certain part of the body or a property of the body, for example: macrocephaly from the Greek. macros – big, cephalos – head, the disease is characterized by an abnormal increase in the brain, from yes to head; macroglobulinemia – from the Greek macros – large, globulinemia is the presence of globulin in the blood, the disease is characterized by an excess of globulin in the blood, which leads to disorders in the body[38].

7. The prefix poly- from the Greek polusin large numbers. By joining the root of the word, it creates the name of a disease with an abnormal number of body parts or its properties. For example, polydactyly from the Greek polus – many, and dactulus – finger, the disease is characterized by an abnormal number of fingers in animals or people.

8. Prefix hemi- from Greek hemisus – half. Joining the root, which means a certain organ or part of the body, for example, hemiplegia is paralysis of the left or right half of the body, from the Greek hemisus – half + plege – a blow, i.e. a blow inflicted by the disease on the right or left

[37] Yu. G. Rozhkov, *Verbalization of animal diseases by means of the English language: linguistic-cognitive and structural-semantic aspects: diss.* Borys Grinchenko Kyiv University, 2021, p. 122.

[38] Ibid, p.242.

side of the body; hemimelia from the Greek hemisus – half + melos – limb (congenital absence of one limb or another)[39].

9. The prefix micro- (from the Latin micros – in a small amount). Joining the base of the word creates the name of a disease that is characterized by a small amount of one or another organ, part of the body, properties of the body. For example, microcephaly (microcephaly) from Lat. micros - in small quantities, and from the Greek. cephalos - head, the disease is characterized by the abnormal size of the animal's brain, which leads to small head sizes, which is why the name of the disease appeared[40].

10. Prefix oligo- (from the Greek oligos - lack of something). Joining the base of the word denoting the disease creates the name of the disease, which is characterized by a lack of one or another property of the body. For example, oligodactyly (from the Greek oligos - "lack of something" and dactilus - "finger") is a disease of the lack of fingers on the lower or upper limbs in a person or animal.

Another common way to form veterinary terms is to use a suffix that attaches to a simple or compound word stem. Suffixes can indicate an action, a doer of the action, or an object that performs the action; the type or place of occupation, the result of the action, or give words a diminutive meaning. Suffixes play an important role in term formation, because, having a fixed meaning, they form terms of certain meaningful classes. Using suffixes, each term is compared with a specific terminological concept, for example: 1) suffix -itis indicates inflammation, for example, hepatitis - hepatitis, inflammation of the liver, gastroenteritis - gastroenteritis (inflammation of the stomach), sinusitis - sinusitis, inflammation of the mucous membrane of the paranasal air sinuses; 2) suffix -oma indicates tumor diseases, for example, lymphangioma – lymphangioma, a benign tumor localized in lymphatic vessels, enchondroma (enchondroma) – cartilage tumor; 3) the suffix -emia means "blood" or the presence of a disease in the blood, for example, anemia - lack of blood, or hypervolemia hypervolemia - excessive volume of blood; 4) the suffix -osis means "to be under the influence of something or to show an increase", for example, fascioliasis - an invasion from the group of trematodes with predominant damage to the liver and biliary system; 5) suffix -algia - with the meaning "pain, to hurt, to be sick", an example of the use of this suffix is the term coxalgia - coxalgia, pain in the stomach,

[39] Ibid, p.123.

[40] Ibid, p.124.

6) suffix -cele - swelling, hernia. An example of the use of this suffix is the term enterocele - enterocele, a disease characterized by the formation of a hernia (cele), which occurs as a result of the intestine (enteron) falling into the vaginal cavity of a sick animal, urocele - urocele, a disease characterized by a protrusion of the intramural wall of part of the ureter of an animal. 7) suffixes -ing, -tion, -ion, -ism indicate a process or action: screening - examination of a large group of animals, breathing - breathing, covering - covering, hardening - sclerosing, probing - probing, probing, squeezing - compression, vaccination - vaccination, depression, inflammation, exacerbation, catabolism, anabolism, lactation, milk formation, milk secretion.

An important morphological and syntactic way of creating veterinary terms is reduction, in particular abbreviation. The desire to save time and effort resulted in the appearance of a huge number of abbreviations, which can mainly be represented by one-, two-, three-, four-, five- or multi-character designations. For example:

Single-character abbreviations: C (castrated), S (spayed), T (temperature) in animals.

Two-character abbreviations: Ab (antibody), AI (artificial insemination), BM (bone marrow), BP (blood pressure), BT (blood test), ED (effective dose), EL (eosinophilic leukaemia), IA (intraarterial), IC (intracardiac), ID (intradermal), IM (intramuscular), IP (intraperitoneal), PC (platelet concentrate), RP (retained placenta).

Three-character abbreviations: AIN (anaemia of inflammation and neoplasia), ALL (acute lymphoblastic leukaemia), AML (acute myeloid leukaemia), ATE (aortic thromboembolism), CBC (complete blood count), CEL (chronic eosinophilic leukaemia), CHF (congestive heart failure), CLL (chronic lymphocytic leukaemia), CME (canine monocytic ehrlichiosis), DVT (deep vein thrombosis), FIV (feline immunodeficiency virus), HUS (haemolytic–uraemic syndrome), IDA (iron deficiency anaemia), PTE (pulmonary thromboembolism), RBC (red blood cell), RDA (right displaced abomasum), TPO (triple pelvic osteotomy), TPR (temperature, pulse, and respiration), TTA (transtracheal aspiration), VSD (ventricular septal defect).

Four-character abbreviations: AIHA (autoimmune haemolytic anaemia), ACTH (adrenocorticotrophic hormone), FeLV (feline leukaemia virus), IMHA (immune-mediated haemolytic anaemia), SCID (severe combined immunodeficiency).

Five-character abbreviations: GM-CSF (granulocyte-monocyte colony-stimulating factor), DHLPP (distemper, hepatitis, leptospirosis, parainfluenza, and parvovirus).

Multi-character abbreviations: DHLPP-CV (distemper, hepatitis, leptospirosis, parainfluenza, parvovirus, and coronavirus), FVRCP-C (feline viral rhinotracheitis, calicivirus, panleukopenia, and chlamydia), NRIMHA (non-regenerative immune-mediated haemolytic anaemia), rHuG-CSF (recombinant human granulocyte colony-stimulating factor).

The saturation of veterinary terminology with abbreviations is one of the ways to optimize professional communication information.

Conclusion

Veterinary medicine is one of the oldest areas of human activity, therefore, the terminology of veterinary medicine is the oldest system of terminological units, which can be used as an example to trace the ways of formation, development and improvement of terms, the implementation of semantic processes, certain trends, methods and means of word formation. Due to the intensive development of medical-biological, medical-chemical, medical-technical knowledge, the number of special veterinary terms is increasing. Many new scientific concepts and terms appear in veterinary medicine, many old ones undergo certain changes, which makes it possible to most fully and clearly trace the development trends and the ways of its formation, the laws of language nomination on the material of English veterinary terminology.

The processes of formation, development and functioning of the terminology system of veterinary medicine correspond to the general trends of the formation and existence of the term system in language and speech practice. The terminological system of veterinary medicine also develops under the influence of semantic processes in the vocabulary of the national language and their assimilation in the veterinary terminological system. The movement of lexical units from the common vocabulary to the terminology of veterinary medicine is connected with the terminologicalization of their meaning. Terminologicalization of commonly used words, the condition of which is the narrowing of the sphere of use, makes the word an expression of a special concept, performs a definitive function. Terminologicalization consists in the peculiarity of one and the same word functioning in non-terminological and terminological meanings, that is, as a development of special terminological meanings in a commonly used word. The formation of the

veterinary terminology is determined by the specificity of veterinary medicine as a science, which is a complex integrative science.

Veterinary terminology is a complex phenomenon, it is characterized by the use of terms borrowed from the terminology of various disciplines – biology, animal anatomy, chemistry, physics, microbiology, genetics, medicine, therefore the most common source of its formation is borrowing at the interdisciplinary level. One of the most important sources of the origin of English terminological units of veterinary medicine is borrowing – an element of a foreign language (word, morpheme, etc.) that was transferred from one language to another as a result of language contacts. Words borrowed from other languages make up a significant number of English veterinary terms. These terms entered the national terminological system as ready-made language units together with the concepts whose names they are.

A significant source of the increase in the English veterinary terminological system is metaphorization. Word formation processes are the most significant source of replenishment of the English terminological system of veterinary medicine: affixation (prefixes, suffixes), compounding of bases, abbreviation.

The development of veterinary medicine as a science and globalization lead to replenishment of the veterinary terminology due to neologization.

REFERENCES

Amelina, S.M., Hopak, I.M., (2016), Structural and semantic characteristics of English terms of the subtitle of veterinary medicine in the context of Ukrainian translation. Scientific Bulletin of the National University of Life and Environmental Sciences of Ukraine. Series: Philological sciences. Issue 248. pp. 156–161.

Cambridge Dictionary. Retrieved from:

https://dictionary.cambridge.org VDS

Cherepovska, T., (2019), *English for veterinary medicine: the semantic peculiarities of terminological system and the ways of teaching. Humanities and Social Sciences in Europe: Achievements and Perspectives.* The 3rd International symposium proceedings (January 25, 2019), Premier Publishing s.r.o. Berlin, 95–101.

Cherepovska, T., Binkevich, O., (2019), *Morphological peculiarities of veterinary terminology in the context of teaching English for specific purposes.*

Scientific notes of the National University "Ostroh Academy": series "Philology". Vol. 5(73), pp. 310–312.

English Lexicology: tutorial. O.L. Ilienko, I.A. Kamienieva, Ye.S. Moshtagh; O.M. Beketov (2020). *National University of Urban Economy in Kharkiv.* Kharkiv: Publishing House I. Ivanchenka, 218 p.

Karbovnik, I.V., (2018), *Latin clinical veterinary terminology: word-formation, lexical-semantic and syntactic aspects.* Scientific Bulletin of S. Z. Gzhitsky LNUVMB. Vol. 20. No. 86. P. 161–166.

Lane, D.R., Guthrie, S., & Griffith, S., (2007), *Dictionary of Veterinary Nursing E-Book.* Amsterdam: Elsevier Health Sciences, 303.

Merriam webster. Retrieved from: https://www.merriam-webster.com/dictionary/elephantiasis#medicalDictionary.

Nedosyekov, V.V., Lytvyn, V.P., Polishchuk, V.V., Melnyk, V.V., Gomzykov, O.M., Martyniuk, O.H. (2014). *Dictionary of epizootological terms.* Kyiv: OJSC Ryabina, 90.

Nemova, T. V., Lychuk, M. I., (2022), Clinical veterinary terminology International Philological Journal. Vol. 11 (1), pp. 73-81.

Nemova, T., Lychuk, M., (2021), *Peculiarities of the formation and translation of the terminology of clinical veterinary hematology.* "International journal of philology" Vol. 11 (3), p. 73-81.

Philip, Durkin, (2014), *Borrowed Words: A History of Loanwords in English.* OUP Oxford, 468.

Rozhkov, Y.G., (2017), *Linguistic-cognitive approach to the study of the terminology of veterinary medicine.* Scientific notes of the National University of Ostroh Academy. Series "Philological, No. 66, 72-77.

Rozhkov, Y.G., (2022), *Linguistic Representation of the Feature Category in the English Clinical Veterinary Terminology.* Cogito – Multidisciplinary Research Journal. Vol. XIV, no. 1, 188-203.

Rozhkov, Yu.G., (2018), Terminology of veterinary medicine: cognitive aspect. Scientific Bulletin of the International Humanitarian Universit, 3. 203-205.

Rozhkov, Yu.G., (2021), *Verbalization of animal diseases by means of the English language: linguistic-cognitive and structural-semantic aspects: diss.* Borys Grinchenko Kyiv University, 267.

Rozhkov, Yu., Syrotyna, O., Lashkul, V., (2022), *Semantic phenomena in English clinical terminology of veterinary medicine.* Cogito – Multidisciplinary Research Journal, Vol. XIV, no.3, 246-265.

Rudyk, S.K., (2005), *Course of lectures on the history of veterinary medicine: study guide.* Kyiv: Aristea, 132 p.

Selivanova, O.O., (2010), *Linguistic encyclopedia.* Poltava: Dovkillya-K. 844 p.

Syrotina, E.A., (2020), *Categories of space and time in the English terminology of veterinary medicine.* Studia Humanitatis, No. 3.

Syrotina, E.A., (2021), *Representation of the process category in the English clinical terminology of veterinary medicine.* Studia Humanitatis. No. 3.