Slovak international scientific journal

№69, 2023
Slovak international scientific journal

The journal has a certificate of registration at the International Centre in Paris – ISSN 5782-5319.
The frequency of publication – 12 times per year.
Reception of articles in the journal – on the daily basis.
The output of journal is monthly scheduled.
Languages: all articles are published in the language of writing by the author.
The format of the journal is A4, coated paper, matte laminated cover.
Articles published in the journal have the status of international publication.

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1000 copies
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Bratislava, Slovakia 811 03
email: info@sis-journal.com
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Татишвили Г.Д.
К.ф-м.н., директор Института неорганической химии и электрохимии им. Р. Агладзе
Грузия, Тбилиси
Чагелишвили В.В.
Д.х.н.,главный научный сотрудник Института неорганической химии и электрохимии им. Р. Агладзе
Басиладзе Ц.М.
К.х.н., научный сотрудник лаборатории радиационной химии
Шанидзе Г.В.
К.х.н., научный сотрудник лаборатории радиационной химии
Мамардашвили М.И.
К.х.н., научный сотрудник лаборатории радиационной химии
Квирквелия Н.М.
Научный сотрудник лаборатории радиационной химии
Табатадзе С.В.
Сотрудник Института неорганической химии и электрохимии

DEVELOPMENT OF A METHOD BASED ON POTASSIUM PERMANGANATE SOLUTIONS FOR CHESCKING THE CLEANLINESS OF AIR CONTAMINATED WITH MICROORGANISMS AFTER OZONE TREATMENT

Tatishvili G.,
Candidate of Fizical-Mathematical Sciences,
Director, R. Agladze Institute of Inorganic Chemistry and Electrochemistry
Georgia, Tbilisi
Chagelishvili V.,
Doqtore of Chemical Sciences, R.Agladze Institute of Inorganic Chemistry and Electrochemistry
Basiladze Ts.,
Candidate of Chemical Sciences, Research worker of Laboratory of Radiation Chemistry.
Shanidze G.,
Candidate of Chemical Sciences, Research worker of Laboratory of Radiation Chemistry
Mamardashvili M.,
Candidate of Chemical Sciences, Research worker of Laboratory of Radiation Chemistry
Kvirkvelia N.,
Research worker of Laboratory of Radiation Chemistry.
Tabatadze S.
Colleague of Institute of Inorganic Chemistry and Electrochemistry
DOI: 10.5281/zenodo.7711687

Аннотация

В данной работе представлены результаты очистки воздуха загрязненного вредными микроорганизмами разного типа (бактерий, плесени, грибков и др.), с использованием перманганата калия. Это возможно проведением загрязненного воздуха через окисленный раствор перманганата калия с последующим установлением изменения концентрации перманганата. Определение концнтрации перманганата в растворах для анализа возможно при помощи калибровочной кривой.

Установлено, что применение перманганата калия определенной концентрации даёт возможность проверить степень очистки озоном как воздуха, так и насыщенной воздухом из книгохранилищ воды. Проверка этого метода проводилось на модельных и реальных объектах. Для количественной характеристики неизвестного загрязнителя воздуха(в г/л) и насыщенной воздухом из книгохранилищ воды, был выбран этиловый спирт. Было установлено соответствующее эквивалентное количество окисленного перманганатом калия этилового спирта в одинаковых условиях. Из компрессоров разной мощности был применен компрессор, скорость потока воздуха которого составляла 6 л /мин.

Abstract

This work presents the results of checking the cleanliness of air contaminated with harmful microorganisms of various origins (bacteria, molds, fungi, etc.) after ozone treatment using potassium permanganate. Changes in the number of harmful microorganisms, before and after ozone treatment can be determined. This can be achieved by establishing the change in concentration of permanganate after releasing the contaminated air through the acidified solution of potassium permanganate.The concentration of permanganate can be determined in analytical compounds using calibration curves of the relationship between the concentration of the solution and the optical density. It was determined that using solution of a specific concentratin of potassium permanganate allows for checking the degree of ozone purifying of contaminated air also water saturated with the air of a book storage. This method was examined on the model and real objects. Ethyl alcohol was selected for the quantitative(g/l) kharacterization of the contaminated air. The corresponding equivalent amount of an unknown pollutant gas oxidized with potassium permanganate and the water saturated with the air of the book storage was determined under the identical conditions. In addition, the compressor with an airflow rate of 6 l/min was used out of compressor of various capacities.

Ключевые слова: Перманганат калия, озон, модел, загрязнёный воздух, этиловый спирт, компрессор, хранилище.

Keywords: Potassium permanganate, ozone, model, contaminated air, ethyl alcohol, compressor, storage.

Ввевение

В разных хранилищах и складах сельско-хозяйственных продуктов загрязненную вредными микроорганизмами среду часто очищают озоном, как сильным окислителем [1-3]. Метод озонирования используется во всех случаях, когда нужно очистить среду объекта от вредных микроорганизмов. Этими объектами могут быть медицинские учереждения, места сборница людей, теплицы, рассадочные “инкубаторы”, библиотечные книгохранилищи и др. Эти методы очистки требуют обработки вопросов дозирования определенных видов и уровней загрязнения. Спектр загрязнительных микроорганизмов любого объекта слишком широк и разновиден. Исходя из этой сложности очень важно разработка сравнительно общей/универсальной методики анализа.

Целью исследования представленной работы была разработка перманганатного метода очистки загрязненного вредными микроорганизмами объектов(воздуха, также насыщенной из книгохранилищ воздухом воды, до и после обработки озоном, испытание этого метода на модельных и реальных объектах.

Экспериментальная часть

В представленной работе рассматривается возможность применения перманганатного метода.

Концентрация растворов перманганата калия определялась с помощью калибрационной кривой зависимости оптической плотности от концентрации, применяя фотоэлектроколориметр КФК-3 (λ = 530 нм), рис. 1.

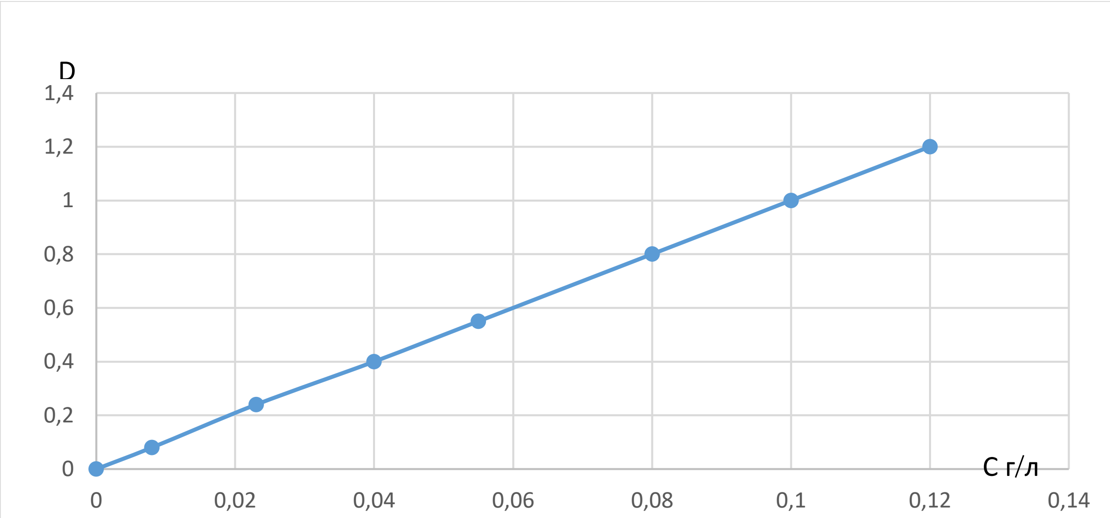

Рис. 1. Кривая зависимости оптической плотности(D) от концентрации растворов перманганата калия (С г/л)

Эксперименты озонирования и перманганатного метода были проведены на модельных системах. Для этого искуственно создавалось специально загрязнённое пространство v= 1 М^3. Для загрязнения воздуха в это пространтво помещали 4 кг формированного животного навоза, который перед опытом заменялся новым. Принципиальная схема системы приведена, на рис. 2.

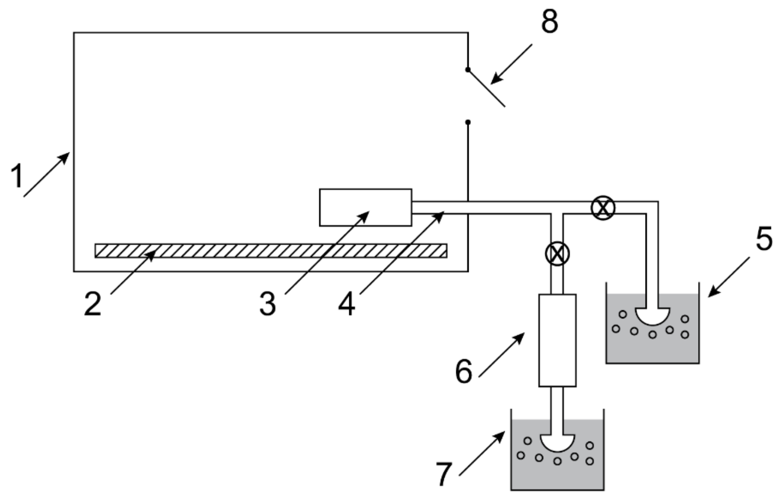

Рис. 2. Камера наблюдений очистки загрязнённого микроорганизмами воздуха озонированием

где: 1-изолированная система, 2-слой навоза внизу; 3-компрессор; 4-присоединённая к компрессору труба выхода воздуха,которая входит или в сосуд(5), где залит перманганат калия, или в озонатор(6), из которого озонированный воздух трубкой(6) переходит в раствор перманганата калия(7).Трубки 4 и 7 на концах имеют распылители воздуха, которые обеспечивают равномерное распределение воздуха в растворе. Изолированное пространство имеет окошечко(8), куда входит воздух. Эксперименты проводились в растворах перманганата калия, концентрации 0,04 г/л и 0,08 г/л, скорость потока воздуха из компрессора была 6 л/мин, производительности озонатора- 0,4 г/час.

В оба сосуда помещали по 200 мл раствора перманганата калия (0,04 г/л и o,08 г/л). В сосуды с растворами перманганата калия указанных концентраций пропускался компрессором загрязнённый воздух в течение 1-го, 2-х и 3-х часов. Данные проведённых измерений помещены в таблице 1.

Данные изменения концентрации и оптической плотности растворов перманганата калия при пропускании загрязнённого воздуха.

Талица 1.

№1.Время пропускания загрязнённого воздуха(час) и отстайвания (сутки)	D	C, г/л	Разность концентраций, г/л	№2.Время пропускания загрязнённого воздуха(час) и отстайвания (сутки)	D	C, г/л	Разность концентраций, г/л
0 1 час	0,540 0,424	0,050 0,045	0,005	0 1 час	0,754 0,674	0,072 0,064	0 0,008
2 час	0,378	0,038	0,012				
				1 сутки	0,601	0,055	0,020
3 сутки	0,241	0,024	0,026	3 сутки	0,149	0,010	0,062
				4 сутки	0,156	0,012	0,060
5 сутки	0,220	0,020	0,030				
6 сутки	0,216	0,019	0,031				
				2 час	0,468	0,045	0,027
				1 сутки	0,291	0,027	0,045
				3 сутки	0,149	0,010	0,060
3 час	0,332	0,034	0,016	3 час	0,465	0,042	0,030
3 сутки	0,165	0,015	0,035	3 сутки	0,308	0,030	0,042
				4 сутки	0,269	0,026	0,046
5 сутки	0,126	0,012	0,038				
6 сутки	0,116	0,011	0,039				
7 сутки	0,105	0,010	0,040				
8 сутки	0,082	0,008	0,042				

Изменение концентрации раствора перманганата калия через 3 часа пропускания загрязнённого воздуха в растворе меньшей концентрации равно 0,016 г/л, а в растворе большей концентрапции-0,030 г/л. Такая разница логически объясняется тем, что в растворе большей концентрации окисление происходит интенсивнее. Этим объясняется и то , что максимальное окисление достигается в растворе меньшей концентрации через 8 суток, а в растворе большей концентрации через 4 сутки. За указанное время в обоих растворах расходуется одинаковое количество перманганата калия, соответственно 0,042 г/л и 0, 046 г/л.

Для количественной оценки загрязнённости воздуха был выбран этиловый спирт. С этой целью этиловый спирт окислялся раствором перманганатом калия в тех же условиях. Этиловый спирт выбран был как простое органическое соединение, которое быстро окисляется в растворе перманганата калия и поэтому в процессе окисления вероятность образования промежуточных продуктов окисления маловерятна. Результаты окисления этилового спирта приведены в таблице 2.

Данные окисления этилового спирта перманганатом калия(исходные данные концентрации и оптической плотности раствора перманганата калия: C-0,074 г/л, D-0,777).

Таблица 2

№	Исходный раствор перманганата калия +этиловый спирт	Время окисления, мин	D	C г/л	Разность концентраций, г/л
1	200мл+5мл	5	0,767	0,073	0,001
		10	0,758	0,071	0,003
		15	0,740	0,065	0,009
		20	0,704	0,061	0,013
2	200мл+3мл	5	0,750	0,068	0,007
		10	0,748	0,068	0,007
		15	0,745	0,066	0,008
		20	0,736	0,064	0,010

Приведённые в таблице 2 данные окисления этилового спирта перманганатом калия указывают определённую продолжительность процесса окисления и являются приемлимыми при сравнении с данными таблицы 1 и поэтому могут быть применены для количественной оценки процесса загрязнения. Например, расходуемое количество перманганата калия при окислении загрязнённого воздуха(0,008 г/л) в модельной системе в таблице 1 эквивалентно тому же количеству при окислении этилового спирта(0,008 г/л) в таблице 2. Такая же картина наблюдаетсяв в случае окисления перманганатом калия загрязнённого воздуха из книгохранилища библиотеки (реальная система), как это видно из данных таблицы 3(0,001 г/л и 0,003 г/л) эквивалентных данным таблицы 2.

Данные окисления раствором перманганата калия воды, насыщенной воздухом книгохранилищ библиотеки (Исходный раствор перманганата C-0,070г/л, D-0,765, λ -530 нм

Таблица 3

Содержание анализируюшого раствора	D	C, г/л	Разность концентраций,г/л
50 мл воды+ 50 мл KMnO4 (холостой опыт)	0,480	0,042	0(Исходный)
50 мл воды из книгохранилища 1 +50 мл раствора $KMnO_4$	0,460	0,041	0,001
50 мл воды из книгохранилища 2 +50 мл раствора $KMnO_4$	0,446	0,039	0,003

Выводы

Установлена возможность применения раствора перманганата калия определённой концентрации для проверки степени очистки озоном загрязнённого воздуха помещений. Для количественной оценки загрязнённости воздуха применялся этиловый спирт.

Также установлено эквивалентное количество неизвестного загрязнителя воздуха в обоих случаях, как и модельной, так и реальной системе. Из применённых разных компрессоров предложен компрессор, скорость потока воздуха которого равен 6 л/мин.

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ECONOMY

ANALYSIS OF RELATED THEORIES FOR CORPORATE SOCIAL RESPONSIBILITIES

Alhato O.
Doctoral school, Faculty of economic sciences
University December 1, 1918, of Alba Iulia, Romania
DOI: 10.5281/zenodo.7711697

Abstract

Corporate social responsibilities (CSR) concept establishes the importance of organizations to consider the interests of society by taking responsibility for the impact of their activities on employees, shareholders, community, and the environment in all aspects of their operation.

Research on corporate social responsibility (CSR) has experienced remarkable drive, corporate social responsibility research illustrates the role of values in guiding both mission and vision of a business organization, as well as for expressing the extent of its obligations or accountability.

in this descriptive and theoretical research paper, we conduct a systematic literature review of CSR from the point of view of various researchers. Also, In this paper, we attempt to further the theoretical debate about corporate social responsibility (CSR) by highlighting the main core theories for Corporate social responsibilities. Thereafter, the article clearly sets the stage for businesses case within its appropriate sectors on CSR or the justification why business executives may be motivated to allocate resources to engage in CSR activities.

Keywords: corporate social responsibilities (CSR), systematic literature review, stakeholders' theory, institutional theory, Legitimacy theory.

Jel classification: M 41

1. Introduction

Today Corporate social responsibilities (CSR) are universal as most large firms have entire branches committed to ensuring socially responsible practices and executing charitable activities. CSR is framed by the theories discussed in the field as a strategic tool to gain economic objectives and generate wealth and value.

Starting after the Second World War, CSR has been used but started to gain importance after the 1960s. Historically its understanding has shifted over the decades, CSR was viewed as a personal decision of managers. This changed in the 1980s when the concept developed more into a decision-making process (Tripathi and Bains 2013). In later decades of the 20th century, the focus moved away to more attention to the operationalization of the concept, and the level of analysis shifted from a macro level to an organizational level in this period.

However, since the early 2000s, it has been understood as a strategic necessity and a vital aspect of modern business (Ślęzak 2021). The interest and growth of CSR has led to voluntary initiatives in corporate social responsibility in international business in recent years and there was a significant growth in the number of indices ("benchmarks"), to describe economic situation of the companies meeting specific CSR requirements

According to Zemigala (2017), the majority of terms that do describe CSR, refers to those voluntary social and environmental aspects of an organization. These terms can be divided into two parts namely internal and external activities, Internal activities are all the pro workforce activities and external activities detailing all the actions that are addressed to partners, local community, public authorities and the ecology. CSR as companies being responsible for their impact on society by being sustainable, competitive and innovative towards the economy and individual enterprises.

2. Research methodology

Methodology adopted in this paper has applicability in areas beyond Corporate social responsibilities (CSR). a theoretical and qualitative approach was mainly adopted. The main aim of the research is to analyze and describe a general description of (CSR) practices through several theories and relevant literatures. We employed conceptual paper approach using the research conducted by Vitolla et al (2017) as a reference. this study consists the Following objectives were framed.

1- To review the literature in according to understand the practices of corporate social responsibilities (CSR).

2- To describes the important theories for corporate social responsibilities for example Stakeholder's theory, institutional theory, and Legitimacy theory.

3. Literature Review: Corporate social responsibilities theories

The literature continues to expand the theoretical understanding of CSR and its multidimensional concepts as it relates across the business background. This section considers several theoretical perspectives to explain why business management engage in CSR activities. Literature has offered us many different theories of CSR with the conception of CSR having a wider diversity of topics and many that still need to be further explored. including stakeholder theory, Legitimacy theory and institutional theory. In such, the purpose of this section is to outline these theories and highlight the similarities and differences where applicable in order to establish the research theoretical framework.

3.1 Stakeholder's theory

The stakeholder theory conceptualizes business organizations as part of a wider system wherein their operations have impact upon other individuals and groups, and wherein their operations are impacted by other individuals and groups. These groups are suppliers, creditors, customers, competitors, employees, and the community within which the business operates. It implies the responsibilities of managers in stakeholder theory go beyond profit maximization; but they have to consider the interests of other parties who have stakes in the business activities (Murphy and Smolarski, 2020). The managers are to ensure that the ethical rights of stakeholders are balanced, not violated and to also ensure the legitimate interest of all stakeholders are put into consideration during the decision-making. In a multinational environment, the stakeholders could also include governments, activist, bankers, financiers, special interest groups, the environment, media, and technological progress forming a group of global stakeholders.

The interrelationship between stakeholder theory and Corporate social responsibilities, both CSR and stakeholder theory come as two major concepts. However, there has been little clarity so far in what relation CSR and stakeholder theory stand to each other. The main similarity between the two concepts is that both stakeholder theory and CSR stress the importance of incorporating societal interests into business operations. Businesses are embedded in society always. the two concepts differ in that stakeholder theory posits the key responsibilities of the business overall, i.e. corporate responsibilities, where responsibility to the society (which is often represented by the communities where business operates) is a very important but only one part among other corporate responsibilities. the main stakeholders typically include employees, customers, communities, suppliers, and financiers (owners, investors). Figure (1) provides a visual illustration of the relationship between stakeholder theory and CSR. Both stakeholder theory and CSR stress the importance of company responsibility toward communities and society. However, stakeholder theory tends to center its attention within a reasonable reach of company's activities, thus focusing on local communities where the company operates (Figure (1) Freeman and Dmytriyev, 2017. inner circle that stands for primary stakeholders) and surrounding society, a bigger area where local communities reside, e.g. city or district (Figure 1 outer circle that stands for secondary stakeholders). While CSR tends to extend the social orientation of the company much further, often to its maximum. CSR mainly focuses on ethical labor practices and environmental efforts, while stakeholder theory tries to embrace company responsibilities toward these stakeholders in full, as well as the stakeholders' responsibilities towards the company and its other stakeholders (so responsibility is multi-directional). Stakeholder theory also addresses company responsibilities toward financiers and suppliers.

The various challenges in implementing CSR initiatives can be mitigated by aligning the concept with stakeholder theory as this enables leaders to have a more pragmatic approach considering the interests of all its stakeholders and planning its actions accordingly. Stakeholder theory addresses the issue of a lack of awareness of the benefits of CSR (Harrison, et al., 2019).

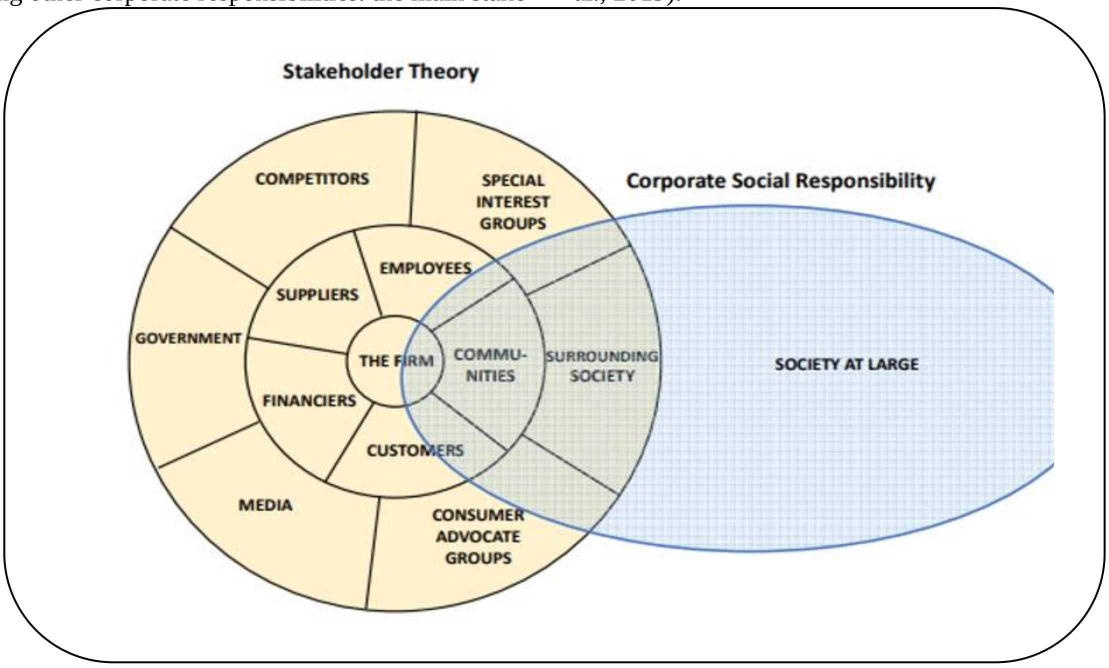

Figure (1) the relationship between stakeholder theory and CSR

Source: Freeman and Dmytriyev, 2017.

3.2 Legitimacy theory

Legitimacy theory has a very close relationship with corporate social responsibility because this theory explains the social contract that occurs between the community and the company. the survival of a company will be threatened if the community feels the company has violated its social contract. The theory of legitimacy is based on a social contract that exists between the company and the community around the company that is active and uses economic resources. Legitimacy theory is also defined as something that companies want and seek from the community (Puji, 2019). In the theory of legitimacy, it is explained that in order to get legitimacy from the surrounding community, companies must disclose their social responsibilities. Undesirable things can be prevented by legitimacy.

Legitimacy is a generalized perception or assumption that the actions of an entity are desirable, proper within some socially constructed system of norms, values, beliefs. Scholars regard legitimacy as an operational resource that, at its heart, guarantees organizations a so-called ‘license to operate,’ which provides the base level of leeway necessary for an organization to decoration (Nicholas Browning et.al, 2022). Unpacking that definition further reveals key characteristics of the construct. First, legitimacy constitutes a perceived judgment as to whether organizational goals and actions align with some value system. Stakeholders make these judgments. Because legitimacy is determined not by the organization but rather by engaged communities, managing it is inherently difficult. However, that difficulty multiplies exponentially when one considers that stakeholders define and assess legitimacy in a myriad of ways, which becomes further complicated considering the power imbalances among stakeholders.

As distinct stakeholder groups make disparate judgments about legitimacy, they also make judgments about different facets of an organization, potentially conferring distinct types of legitimacy. Suchman’s described three general types of legitimacy: pragmatic, moral, and cognitive. Pragmatic legitimacy is rooted in the self-interests of both the organization and its audiences. It largely reflects a stakeholder perception that an organization has effectively delivered on instrumental expectations, most commonly in the exchanges of goods and services. Moral legitimacy involves an evaluation of whether an organization supports or weakens societal welfare within a given value system. The evaluation criteria might be consequentialist (organization accomplishes desirable ends), procedural (organization follows accepted rules of conduct), structural (organization is systemically constructed to promote just action), or personal (organization and its leaders display charisma and character). These four criteria align with major programs of Western ethical thought: utilitarianism, deontology, Rawlsian justice as fairness, and Aristotelean virtue, respectively (Thompson,2022). Lastly, cognitive legitimacy, which embodies the inertial characteristic of legitimacy. At this stage, organizational actions are highly comprehensible and readily explained by easily accessible cultural norms. This creates a taken-for-granted legitimacy in which the very expectation that an organization characteristically behaves legitimately confers legitimacy to its current and future actions.

3.3 institutional theory

Institutional theory has prevailed as a dominant theoretical approach used to examine phenomena within the voluntary. Institutional theory has its origin in a wide range of different views of organized human behavior; they all share the underlying assumption that organized human behavior cannot be seen as isolated from social structure and social interactions. The perspective of institutional theory contradicts the assumption of rational economic actors, who advocate that organizations (e.g., managers) are rational and always choose the most efficient and competitive alternative without considering the influence of the social environment in which they operate (Katsikas et al., 2017). Instead, institutional theory concerns aspects regarding social structures, where the relationship between organizations and their environment is in focus (Katsikas et al., 2017). The theory lies upon two underpinning assumptions; (1) The environment in which organizations interact is socially constructed. And (2) Organizations are seen as open systems allowing them to be affected by the external environment. Consequently, the structure and activities of the organizations are influenced by the conditions in the specific environment. This is because organizations seek to be considered socially norm and legitimate by the large system. In the perspective of the theory, the external environment is composed of institutions defines institutions as: comprised by regulative, normative, and cultural-cognitive elements that, together with associated activities and resources provide stability and meaning for social life. The pressures stemming from the institution influence the organizations' behavior, leading organizations within an institution to become more homogeneous. This process develops through three mechanisms of homogenization, or isomorphism: coercive, mimetic, and normative isomorphism. Coercive isomorphism concerns the regulatory pillar of the theory. The regulative pillar refers to pressures stemming from the institution’s rules, laws, policies, sanctions, punishments, and recompense. By adapting or mimicking the requirement of laws, policies, or sanctions, the organization complies with these requirements and gains legitimacy. In this process, isomorphic tendencies are typically created. If the organization does not comply, it is not only seen as illegitimate but might be punished. Mimetic isomorphism concerns the cultural-cognitive pillars of the theory. The cultural-cognitive dimension refers to values, symbols, and meanings in social action within the institution. When organizations operate in uncertainty, they tend to imitate other organizations' structures, cultures, or behaviors due to that they consider the latter organization more successful or legitimate. In this process, mimetic isomorphism develops and creates homogeneity effects. Normative isomorphism concerns the normative pillars of institutional theory. In this pillar, values and norms within an institutional field are referred to Normative mechanisms are created when organizations follow the perceived expectations on the right thing to do. Organizational change is also explained to be driven by professionalization, which means that formal education and professional networks are two reasons for isomorphic effects. Through homogeneity of educational background and cooperation in professional networks, similar practices are developed both within the organization and in the external environment where they operate. Thus, the rationale of the theory is that an organization's behavior is influenced by the external pressure in the institution, leading to the adoption of certain organizational practices (Anton and Ester, 2022). Scholars advocate that what mainly influences the behavior is the surrounding institutions.

These can be regulative structures, cultural-cognitive and normative, that bring collective meaning and stability to social behavior through isomorphism processes. In this sense, an organization's behavior can be understood by investigating institutional pressures and social interaction since the behavior reflects the perspectives defined by the actors comprising the institutional environment. According to the theory, organizations are aware of their dependence on the external institution. Therefore, they embed conditions or conceptions from the institution within the organization to gain legitimacy. This adaptation of the organization's behavior has different consequences for the organization.

4. Conclusion

In this article, we systematically reviewed theories that were related to Corporate social responsibilities (CSR). Our contribution to this paper there is highlighted and elaborated on three common theories for CSR (stakeholder theory, Legitimacy theory and institutional theory). These theories of CSR are articulated in distinct ways to guide managers who may wish to reconcile their obligations to their shareholders with those to other competing groups claiming legitimacy and recognition. These theories be able to be recognized as normative theories showing managers what their responsibilities are to various regions. In addition, The Stakeholder Theory gives high attention to the economic obligation, which is the interest of shareholders to maximize corporate profits.

Within this paper two main approaches concerning (CSR) have been described; analyzing and discussing the main theories. One of the main conclusions is that these theories that the organization’s activities can lead to responsible behaviors that would benefit the whole society which the corporation is effective in.

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PEDAGOGY

ПОЛІКУЛЬТУРНА СКЛАДОВА ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ ІНОЗЕМНОЇ МОВИ

Дем'яненко О.Є.
кандидат педагогічних наук, доцент кафедри германської філології
Миколаївського національного університету ім. В.О. Сухомлинського
Айзікова Л.В.
викладач кафедри германської філології
Миколаївського національного університету ім. В.О. Сухомлинського

POLYCULTURAL COMPONENT OF PROFESSIONAL TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

Demianenko O.,
Ph.D. in Pedagogy, Associate Professor of the Department of Germanic philology, V.O. Sukhomlynsky Mykolaiv National University
Aizikova L.
lecturer of the Department of Germanic philology,
V.O. Sukhomlynsky Mykolaiv National University
DOI: 10.5281/zenodo.7711706

Анотація

У статті аналізується питання полікультурної складової професійної підготовки майбутніх учителів іноземної мови. Розглядається актуальність впровадження моделі такої освіти в закладах вищої освіти, її цілі, завдання та методичні принципи. Автори наголошують, що полікультурна освіта уможливлює створення спеціальних умов, які сприяють формуванню гармонійної особистості студента, розкриттю й розвитку його здібностей, набуттю ним моральних якостей на засадах рідної та інших культур, забезпечуючи повноцінну участь у житті соціуму, ефективне засвоєння суспільного досвіду й успішну соціалізацію в мультикультурному середовищі.

Abstract

The article analyzes the issue of the polycultural component of professional training of future foreign language teachers. The actuality of implementation the model of such education in institutions of higher education, its goals, tasks and methodical principles is considered. The authors emphasize that polycultural education makes it possible to create special conditions that contribute to the formation of a harmonious personality of the student, the disclosure and development of their abilities, the acquisition of moral qualities on the basis of native and other cultures, ensuring full participation in the life of society, effective assimilation of social experience and successful socialization in a multicultural environment.

Ключові слова: професійна підготовка, міжкультурне навчання, підготовка вчителя іноземної мови, полікультурна освіта, полікультурна компетентність педагога, професійна комунікативна компетенція.

Keywords: professional training, intercultural training, training of foreign language teachers, polycultural education, polycultural teacher competence, professional communicative competence.

Постановка проблеми. Інтенсивні процеси глобалізації сучасного суспільства можуть бути схарактеризовані як комплексні й багатопланові. Теорія багатомовної освіти, тобто процесу, при якому інша мова є не стільки метою, скільки засобом навчання, засобом викладання спеціальних дисциплін, інтенсивно розробляється і в Україні. Сучасні зміни у соціумі в контексті вищої освіти вимагають формування нової генерації педагогів, які володіють необхідними якостями та уміннями міжкультурної взаємодії у контексті освітнього європейського простору. Відповідно, одним із важливих завдань вищої освіти є підготовка майбутніх учителів іноземної мови до конструктивної взаємодії у полікультурному суспільстві. Професійна педагогічна підготовка майбутнього вчителя – це складний, динамічний і безперервний процес, який вимагає урахування сучасних вимог. Постійне зростання потреб сучасної школи у професійних фахівцях, здатних творчо вирішувати складні теоретичні та практичні завдання освітнього процесу, свідчить про важливість проблеми професійно-педагогічної підготовки майбутніх учителів, пошуку ефективних шляхів та вибору раціональних методів керівництва процесом їхнього навчання.

В умовах багатокультурного миру та поліетнічного українського суспільства, полікультурна освіта стає невід'ємною частиною педагогічної культури викладача. Вона містить в собі культурологічні, етнічні, історичні знання, усвідомлення важливості культурного різноманіття, а також вміння організувати педагогічний процес як діалог носіїв різних культур в часі та відстані.

Щодо вищої освіти, то об'єктивна тенденція до використання не однієї, а кількох мов у навчальному процесі, зумовлена не лише причинами ситуативного характеру, а більш глибокими обставинами, зокрема, онтологічними, соціокультурними, історичними, тощо. Наразі для національної освітньої системи актуальним є завдання виведення її на рівень, який би давав змогу випускникам українських закладів вищої освіти вільно застосовувати свої знання й уміння не лише у своїй країні, а й за її межами.

Аналіз останніх досліджень і публікацій. Проблемі професійної підготовки присвячено низку праць, у яких досліджено різні її аспекти: М. Байда, М. Бубнова, Н. Волкова, Л. Гусак, Н. Колесник, Т. Осадча, В. Семиченко та ін. Аналіз теоретичних і практичних аспектів положення про полікультурну освіту здійснили вчені: Я. Гулецька, С. Дрожжина, О. Ковальчук, О. Смолянінова, М. Сорока, М. Сімоненко, Г. Дмитрієв, Л. Супрунова, В. Дворникова та інші.

Серед зарубіжник дослідників полікультурної освіти можемо виділити: G. Baker, C. Bennet, C. Clark, L. Derman-Sparks, 6 M. Fullan, G. Gay, M. Craft, E. Hollins, T. Lewowicki, J. Lichte, R. Marry, C. N. Power, P. G. Ramsey, A. Sadowski, C. Sleeter та інші. Методичні аспекти викладання іноземних мов у закладах вищої освіти досліджували вітчизняні науковці О. Бігич, О. Божок, О. Варнікова, І. Костікова, О. Миролюбов, Ю. Пелех, І. Пінчук, О. Троценко, Я. Черньонков та інші.

Сьогодні також багато наукових публікацій присвячено питанням прояву тенденцій глобалізації та інтеграції в освіті, питанням формування мовної політики, входження української освіти до європейського простору, шляхів реалізації першочергових завдань у мовній освіті в європейському вимірі.

Так, О. Яковлева, аналізуючи тенденції розвитку мовної політики, зауважує, що, «як свідчить світовий досвід, стан мовної ситуації, який найбільшою мірою відповідає потребам держави і суспільства, вдається досягти там і тоді, де і коли мовна політика будується на уважному ставленні до мовних традицій, які склалися протягом усього попереднього історичного розвитку без поділу минулого на «своє», що слід зберегти, і «чуже», від чого варто відмовитися» [6, с. 76].

Одне з найбільш повних визначень поняття професійної підготовки пропонує В. Семиченко, розглядаючи її у трьох аспектах: 1) як процес, у ході якого відбувається професійне становлення майбутніх фахівців; 2) як мету і результат діяльності навчального закладу; 3) як суть залучення студента в навчально-виховну діяльність [5]. Серед зарубіжних наукових досліджень із зазначеного питання виокремимо роботу C. Gauthier, D. Raymond & M.A. Martinet «Teacher training: Orientations, professional competencies», в якій професійну підготовку окреслено як «єдність і взаємозв'язок змістового, психологічного і особистісного аспектів, які реалізуються в процесі цієї підготовки» [7]. Отже, насамперед необхідно визначити, що має знати спеціаліст відповідно до його обов'язків; по-друге, як ці знання він буде застосовувати у своїй професійній діяльності; по-третє, якими особистими якостями він має володіти, щоб знання та уміння давали необхідний результат тощо.

Рішення завдань багатомовної професійної освіти вимагає посилення полікультурної складової у підготовці майбутнього вчителя, оскільки студенти різних спеціальностей, особливо педагогічних, повинні вміти працювати з різними в культурному відношенні людьми, правильно розуміти людські відмінності, бути толерантними до них, вміти підтверджувати своїми особистими справами і словами культурний плюралізм у суспільстві.

Мета статті – здійснити комплексний аналіз теоретичних засад концепції полікультурної освіти як засобу ефективної професійної підготовки майбутніх учителів іноземної мови.

Виклад основного матеріалу. В контексті полікультурної освіти іноземна мова виступає не тільки як об'єкт вивчення, але й як засіб пізнання, в результаті чого досягається так званий подвійний ефект: має місце як вивчення предмета, так і вивчення мови. Полікультурну освіту розглядаємо як сукупність освітніх програм, в яких як рідна, так й іноземна мови використовуються як інструмент освіти та самоосвіти під час вивчення тих чи інших дисциплін вузівського циклу, і в яких створені умови для включення міжнародного аспекту у зміст вузівської освіти, що дозволяє підготувати суб'єктів освітнього процесу до міжкультурного співробітництва в різних областях діяльності в багатомовному світі.

Як зазначає Л. Маєвська, «готовність до ефективної професійної діяльності в полікультурному виховному просторі є важливою складовою професійної педагогічної освіти, тому необхідна організація цілеспрямованої підготовки студентів до педагогічної підтримки і формування суб'єктивної позиції носія етнокультури, розвитку потреби у взаємодії з ним у педагогічному просторі» [4].

За словами Я. Гулецької, «полікультурна освіта – це складовий компонент професійної освіти, спрямований на засвоєння культурно-освітніх цінностей інших культур на основі знання культури своєї етнокультурної групи, а також взаємодію всіх культур на принципах взаємопорозуміння, толерантності, діалогу та плюралізму, що є засобом протистояння дискримінації, націоналізму, расизму. Метою полікультурної освіти є забезпечення рівних освітніх можливостей для всіх представників різноманітних расових, етнічних, соціальних, культурних та інших груп» [2, с.9].

Полікультурна освіта засобами рідної та іноземної мов завжди була невід'ємною частиною професійної освіти не тільки на мовних факультетах закладів вищої освіти, зокрема, при підготовці педагогічних кадрів. Однак у більшості випадків практика багатомовної освіти поширювалася на формування загальної комунікативної компетенції без урахування її професійно-орієнтованого аспекту. В умовах розширення можливостей міжкультурного спілкування фахівців різних рівнів, зокрема вчителів іноземної мови, відчувається потреба у сформованому на достатньому рівні саме професійному аспекті.

В. Кузьменко, Л. Гончаренко вважають, що «полікультурна компетентність педагога – це не лише здатність до життєдіяльності в багатокультурному середовищі, а ще й теоретична та практична готовність до здійснення професійної діяльності в такому суспільстві, яка ґрунтується на поєднанні синтезованих знань з полікультурності, умінь використовувати свої знання на практиці та професійно значущих особистісних якостях» [3, с. 49].

Науковці також зауважують, що «до професійно значущих якостей полікультурно компетентного педагога варто віднести: творче ставлення до професійної діяльності (що передбачає наявність у вчителів творчого та креативного мислення і допомагає вчителеві виробити в собі низку вмінь, наприклад, бачити різні варіанти вирішення однієї й тієї ж проблеми); прагнення до новаторства на базі сучасних наукових знань (що допоможе освітянину набутий із багатокультурності досвід адаптувати до свого середовища, віднайти саме ті технології, які стануть дієвими в умовах українського суспільства); гуманістичний характер спілкування з учнями (сприйняття, повага думки учня, уміння через спілкування встановлювати психологічний контакт, комунікабельність, здатність до співробітництва, емпатійність, толерантність); усвідомлення себе носієм національної культури і полікультурності, посередником між культурою і освітою (передбачає знання учителем рідної мови, культури, історії свого народу та тих, що живуть поруч, розуміння взаємодії та взаємозв‘язку між культурними групами; усвідомлення педагогом важливості національного й полікультурного для розвитку особистості)» [3, с. 49].

Щодо вмінь використовувати знання на практиці, то вони базуються на здатності педагога пов‘язувати зміст дисципліни, яку викладає, із проблемами полікультурності (причому гуманітарні предмети мають набагато більше тем, пов‘язаних із полікультурністю, ніж природничо-математичні…). Водночас, полікультурно компетентний учитель в своїй діяльності має добирати методи, форми, прийоми, що сприятимуть атмосфері співробітництва і поваги з метою підвищення інтересу учнів до знань, які учитель їм передає» [3, с. 49-51].

Отже, одним із завдань полікультурної освіти щодо підготовки педагогічних кадрів є формування як загальної, так і професійної комунікативної компетенції. Це, в свою чергу, передбачає розробку:

- багатомовних освітніх програм з різних навчальних дисциплін;
- навчальних матеріалів для полілінгвального вивчення навчальних дисциплін іноземною мовою;
- контрольних завдань для визначення рівня як предметних знань і вмінь, так і комунікативних професійно-орієнтованих умінь;
- оціночних шкал для самооцінки студентами рівня сформованості предметних знань і полілінгвальних комунікативних умінь.

Установка на підготовку висококваліфікованих кадрів, здатних мислити і діяти в глобальній системі діалогу культур в сучасному суспільстві, визначає концептуальну систему освітньої програми, яка полягає в формуванні у майбутніх спеціалістів мовної предметної компетенції відповідно до обраної спеціалізації, орієнтованої на формування спеціальної предметної компетенції іноземною мовою.

Як зазначено у дослідженнях В. Андрущенка, «для впровадження полікультурної освіти у вищій школі потрібна відповідна побудова системи навчальних закладів, яка б забезпечувала досягнення таких основних цілей: забезпечення законних прав та задоволення освітніх і культурних потреб національних (етнічних), мовних, культурних меншин; формування повноцінних уявлень про етнічне й мовно-культурне різноманіття сучасного українського суспільства та внесок різних етнічних груп та народів-сусідів у нашу історію та культуру, знань про мови та культури великих і малих народів, що населяють Україну, переконаності в цінності культурного різноманіття та плюралізму; виховання у представників усіх національностей взаємного взаєморозуміння, поваги й толерантності, здатності до міжетнічного й міжкультурного діалогу; поєднання виховання лояльних, патріотичних громадян демократичної держави» [1].

Стосовно підготовки педагогічних кадрів полікультурна освіта передбачає також усвідомлення своєї приналежності як до професійної спільноти в рідній країні, так і до світового професійного співтовариства. Так, багатомовна професійна педагогічна освіта засобами рідної та іноземної мов розглядається як засіб ефективної міжкультурної підготовки вчителя іноземної мови. У процесі вивчення іноземної мови відбувається процес адаптації до іншомовної культури, тобто процес акультурації. Іноземна мова відкриває для цього перспективи, оскільки привласнена культура, стаючи особистісною характеристикою, означатиме персональну участь в еволюції всього людства. Адекватне розуміння чужої культури, в тій мірі як її сприймають носії мови, сприятиме ліквідації помилкових стереотипів сприймання іншої країни.

Отже, можна з упевненістю стверджувати, що на сучасному інформаційному етапі розвитку педагогічної теорії та практики полікультурну освіту трактують як освіту, сконцентровану на збереженні, розвитку і взаємодії всього культурного розмаїття, норм, цінностей, форм і зразків суспільної діяльності, на передачі наявного досвіду в спадок молодому поколінню, формуванні толерантності й уміння успішно жити в полікультурному соціумі.

Для того щоб знати культуру, необхідно нею користуватися, володіючи законами її функціонування. Мета пізнання іншої культури полягає не тільки в тому, щоб набути знань про культуру, а, перш за все, щоб фахівець був здатний орієнтуватися в ній. Тоді вже мова піде про формування навичок і вмінь оперувати комунікативними стратегіями, які, в свою чергу, і визначатимуть успіх у процесі усного спілкування. Водночас вища освіта в контексті інноваційного розвитку покликана допомогти студентам опанувати нові знання та вміння проживання в демократичному соціумі. Запровадження полікультурної освіти має бути процесом і в жодному разі не якоюсь одноразовою програмою.

Особлива частка в полікультурній освіті повинна відводитися репрезентації варіативності культур рідної країни, регіону і т.п., оскільки це може сприяти формуванню в тих, хто навчається, уявлень про культурну різноманітність як норму співіснування і взаємного розвитку культур в сучасних полікультурних спільнотах країн рідної ти виучуваної мов. Крім того, така варіативність та різноманітність тематичного наповнення навчальних програм необхідні для створення умов краще розуміти себе в спектрі культур. Культурна варіативність є одним із основних дидактичних інструментів досягнення головної загальної мети мовної полікультурної освіти – підготовки тих, хто навчається, до активного й повноцінного співробітництва в сучасному полікультурному світі засобами мови, що вивчається.

Найбільш прийнятною для нашої країни моделлю полікультурної освіти як варіанту навчання міжкультурного спілкування і засобу полілінгвального розвитку тих, хто навчається, засобами рідної та іноземної мов на різних етапах є імерсійна модель, що припускає рівний ступінь використання рідної та іноземної мов як засобу навчання та професійного розвитку. У контексті сучасних вимог і цілей освіти в цілому, і мовної освіти зокрема, можемо припустити, що полікультурна освіта є однією з форм міжкультурної освіти, що ставить за мету виховання полікультурної особистості. Отже, іноземна мова в рамках багатомовної освіти відкриває перспективи міжкультурної підготовки педагогів, у тому числі й вчителів іноземної мови.

Висновки. Отже, особливістю навчальної діяльності в контексті полікультурної спрямованості професійної підготовки майбутніх учителів іноземної мови є організація навчально-виховного процесу, побудованого на основі діалогу культур; контрастний принцип оволодіння змістом полікультурної освіти; описовий принцип пошуку спільних і відмінних рис в культурах народів світу, народів і власного народу; виховання поваги і формування інтересу до національних цінностей та особливостей інших народів, їх мови, традицій, культур; принцип творчої доцільності використання культурних цінностей.

Для реалізації ідей і конкретних завдань полікультурної освіти засобами рідної та іноземної мов необхідна розробка концептуальних основ такої освіти на різних ступенях навчання, включаючи міждисциплінарні основи соціокультурного розвитку майбутніх фахівців і методичне забезпечення навчального процесу, що містить навчальні програми та навчальні плани для різних ступенів і різних типів освітніх установ; навчальні матеріали, включаючи матеріали для контролю і самоконтролю професійних знань і загальнокультурних умінь майбутніх спеціалістів.

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PROJECT AND RESEARCH ACTIVITIES IN ENGLISH LESSONS

Kismetova G.,
Candidate of Pedagogical Sciences, Associate Professor
West Kazakhstan University named after M. Utemisov
Talapova A.
Master's student of the philological faculty,
West Kazakhstan University named after M. Utemisov
DOI: 10.5281/zenodo.7711713

Abstract

The relevance of this work to ensure the formation of foreign language competence and the development of such qualities of a student's personality as a culture of communication, the ability to work in collaboration, the ability and readiness for further self-education with its help in various fields of knowledge allows - design and research activities. The central figure in the process of this activity is the personality of the student, who has the opportunity to interact with other participants in the educational process, to develop comprehensively and freely creatively, to master the necessary competencies.

Keywords: project and research, organization, English, project activity, training.

Introduction

The high level of innovation, the speed of changes taking place in society, the "explosion of information" itself lead to an acceleration of the aging process of knowledge. Hence the need for the development of a new type of employee. What qualities are necessary for a modern graduate? Different people answer this question in different ways. · Someone talks about deep and solid knowledge, · others - about education, · others - about the development of intellectual and creative forces of children, their ability to learn, the formation of the ability to self-development... However, everyone always agrees that the school should help every child to become happy: to find their place in life, to make true friends, to build a family, to realize themselves in their chosen profession. The understanding of this was formed in the culture hundreds of years ago. "The main goal of the educator," A. Disterveg believed, "should be the development of amateur activity, thanks to which a person can subsequently become the manager of his fate, the continuer of the education of his life..." P.F. Kapterev, D.I. Pisarev, K.D. Ushinsky, L.N. Tolstoy, A.N. Leontiev, P.Ya. Galperin, V.V. wrote about it. Davydov, L.V. Zankov and many other famous teachers and psychologists in our country and abroad. The analysis of the historical development of the educational sphere shows that the requirements for the training of graduates from the society have changed. Today, the social order of society for education is radically different from the previous one. It is not the knowledge itself that becomes necessary, but knowledge about how and where to apply it. In the competence paradigm, education aims to master a set of competencies necessary for successful adaptation in an ever-changing modern society.1]

Materials and types of research

The objectives of this study are: development and self-development of the personality of students through their involvement in project and research activities in English lessons. The organization of educational activities in such a way that students have formed the needs for the implementation of creative transformation of educational material in order to acquire new knowledge.

Research results

The application of the project methodology increases the interest of students in learning English and contributes to the development of internal motivation by transferring the center of the learning process from the teacher to the student. I believe that positive motivation is the key to successful learning of a foreign language.

The use of design and research activities increases the effectiveness of teaching. The results of observations showed that all students work more actively in the classroom: both "weak" and "strong". For underachieving children, there is an opportunity to move forward in obtaining new knowledge. For the "strong" - an opportunity to expand their knowledge using additional literature on the subject. The teacher has the opportunity to pay attention to both "weak" and "strong" students in the lesson. The change of activities, as well as the fulfillment of tasks by students of various levels of complexity make the lesson interesting, eliminate the psychological burden, allow the children to realize themselves as much as possible in the classroom and in extracurricular activities[1].

Project activity is one of the most important areas of personality-oriented learning. The task of the teacher in this process is to identify the selectivity of the student to the content, type, form of educational material, the process of self-realization and the type of activity [1, p. 6].

Modern children learn computer technology very quickly. The task of teachers is to direct this rapidly growing potential to the use of PCs in the classroom, as well as in preparation for classes. This will help students realize all their opportunities in their future profession, because computerization will only gain momentum. The value of this method is that the student is personally interested in this activity. Students can work individually or in groups, but this does not negate the fact that they all want to reveal their topic in full. Only personal interest in the project can help a child achieve high results. No less significant is the fact that children are expanding the ways of working with information sources: search, collection and analysis of the information received, presentation and transmission of information, modeling, design, reflection. And most importantly, the child acquires the most important self—learning skills. This will help him in becoming a full-fledged personality. Our main goal is to show students how important critical thinking and orientation in information is. They should be able to navigate the information space, reflect and analyze based on real facts, draw conclusions that they can justify themselves, make independent decisions and be responsible for them, as well as be able to work in a team, skillfully distributing roles and positions. [3] Classical methods of teaching English are often based on a "dry" presentation of material that is difficult for students to perceive, which completely discourages children from learning and memorizing something new. The same cannot be said about project activities. It provides an opportunity for students to study the topic more and more deeply, significantly expands their general horizons, teaches them to communicate and build their thoughts, and much more. All this serves a deeper understanding of the role of our country in an interdependent world, the formation of a civic position and the maximum development of individual abilities of students.Behind each project there is a huge work of students, which will not be in vain for them, but will give them the opportunity to look at themselves in a new way.

For a teacher, project activity is a way of organizing work with different groups of students, which in turn means the path of advancement of each student from a lower to a higher level of learning (from simple reproduction and repetition to creativity). At the beginning of the process, students usually form small groups where everyone has their own task and is responsible for it. Distributing roles in the group, some skills are mainly taken into account: logical reasoning, drawing conclusions, design of project work. Most often, students themselves cope with the task of dividing into groups, but the teacher always closely monitors this process so that no one is left deprived [2, p. 15]. In the process of work, students are engaged in creating multimedia presentations in English, which in turn implies a creative approach to this type of activity. Secondary school students must own Microsoft Word, Microsoft Power Point. Using these programs.

Project and research activity is the activity of designing one's own research, involving the allocation of goals and objectives, principles of selection of methods, planning the course of research, determining the expected results, evaluating the feasibility of research, determining the necessary resources. It is the organizational framework of the study.

Having comprehended in more detail and in detail the ideas of design and research activities, I came to the conclusion that it more fully corresponds to my pedagogical principles:

• a systematic approach to planning and studying the material;

• inclusion in the system of lessons of all links of the cognitive process;

• early presentation of requirements for the final result of training;

• giving the student the opportunity to work at an individual pace;

• increasing the share of independent work on obtaining and comprehending educational information at different stages of the lesson;

• use of individual, pair and group work.

I believe that the positive motivation for using this activity lies in the fact that it combines education and upbringing into a holistic process of developing a creative personality and makes it possible for students to interactively engage in the educational process.

3. The leading pedagogical idea.

Project and research activity is humanistic, because the child in it is not an object of learning, but a subject. Development in the process of independent work gives a greater result than attempts to instill the necessary skills and abilities “from above”. Moreover, subject-subject relations are established in the relationship between the student and the teacher, where the teacher is a partner in teaching, and not a “giver" of knowledge. The student learns by himself, and the teacher only carries out motivational management of his teaching. The student is free, his interests are not infringed, the results of the work are based primarily on his self-esteem. [4]

Consequently, design and research activity is a personality-oriented activity, where the personality of the child is at the center of the educational system, it is also the main goal of the educational system. The strength and awareness of mastering the material, the development of intelligence also depends on the degree of independence of the student in operating with educational material.

Design and research work prepares students for independence, develops an active life position.

1. The design and research activities combine new approaches to learning and traditions accumulated since the emergence of the usual combined lesson.

2. Design and research activity helps to avoid shock among students, because constant reflection gives information to the teacher about the state of the educational process.

3. It is assumed that the organization of educational activities in which the student himself operates with the educational content, which, of course, leads to a more solid and conscious assimilation of the material.

4. Design and research activity of students is one of the progressive forms of education in a modern school. It allows you to fully identify and develop both intellectual and creative abilities of children.

5. In the process of project and research activities, students develop the following qualities: the ability to organize their work, the skills and knowledge of a research nature, the ability to work with information, the ability to present the result of their work.

Thus, the design and research activity is not limited to the acquisition of certain knowledge, skills and abilities by students, but goes to the practical actions of students, affecting their emotional sphere, thereby increasing the motivation of students to the subject, developing their intellectual and personal qualities. And since the student performs self-valuable educational activity, he develops himself, expresses himself as a person, which is of great importance in increasing his self-esteem. It can be concluded that in the process of design and research activities, students develop the following qualities:

1. The ability to organize their work (workplace organization, work planning).

2. Skills and knowledge of a research nature (choosing a research topic, goal setting as a stage of activity, the ability to build a research structure, research methods, general logical methods, information retrieval).

3. The ability to work with information (types of information, sources of information, scientific text, term, concept, semantic parts of the text: paragraphs, chapters, paragraphs, the ability to highlight the main thing, summary, quote, link, definition plan, conclusion, formulation of conclusions, logic of presentation, summary, methods of taking notes, conventional signs, proof: arguments, facts, introduction and conclusion).

4. The ability to present the result of their work (forms of presentation of results, forms of scientific meetings, requirements for the report, the speaker's speech).

Project research activity is understood by me not only in the specific organizational framework of working on a given problem and writing a research paper to students, but more broadly. Using the words of S.L. Rubinstein, I adhere to the position that teaching in general is "a joint study conducted by a teacher and a student." Thus, the task of the teacher is understood in the creation of a hypothetical-projective model for the formation of a developing environment for students (the context of development). [5] It is the teacher who sets the forms and conditions of research activity, thanks to which the student forms an internal motivation to approach any problem that arises before him (both scientific and everyday) from a research, creative position. It follows from this that one of the most significant tasks is to resolve the issue of ways to form internal motivation. The scientific approach to the research process in pedagogical practice requires the implementation of a number of principles, in particular:

• the principle of naturalness (the problem should not be far-fetched, but real, the interest should not be artificial, but real, etc.);

• the principle of awareness (both problems, goals and objectives, and the course of research and its results);

• the principle of self-activity (a child can master the course of research only through living it, that is, through his own experience);

• the principle of visibility (existing in pedagogy since Ya.A. Komensky and developed by I.G. Pestalozzi and J.-J. Rousseau. It can be implemented most well in a field study, where a child studies the world not only from books, but what it really is);

• the principle of cultural conformity (coming from F.V.A. Disterweg and developed in our country by K.D. Ushinsky, P.F. Kapterev and many others. It is important to take into account the tradition of worldview that exists in this culture; the tradition of interaction that It is important to take into account the tradition of worldview that exists in this culture; the tradition of interaction that exists.

Research activity is based on the principles of design (Shchedrovitsky G.P., Alekseev N.G.), where a research project is a driving form of building interpersonal interaction between a researcher and a supervisor, during which the cultural values of the scientific community are broadcast. Education, therefore, becomes productive, since there is a real way out in a completed and formalized research work as a result. In this case, the product has rather not material, but intellectual and personal value, becoming significant for the creator of this product (student). In addition, a research project is not only a form, a means and a principle of organizing cultural interaction, but also a motive for this activity.

Thus, it is necessary to talk about the possibility and reasonableness of using research activities as a form of organizing interpersonal interaction between a teacher and a student, during which cultural traditions of scientific knowledge are broadcast. This form is consonant with the peculiarities of adolescence and adolescent subculture, organizationally contributing to the resolution of a number of tasks in the development of a teenager's personality and his entry into the cultural space.

I define the design and research activity of students as a creative process of joint activity of two subjects (a teacher and a student) to find a solution to the unknown, during which cultural values are transmitted between them, the result of which is the formation of a worldview. As a teacher in this case, I act as an organizer of the form and conditions of project and research activities, thanks to which the student forms an internal motivation to approach any scientific or life problem that arises in front of him from a research, creative position. [6]

In addition, the design and research activity successfully combines the principles of three main approaches:

1) competence-based approach to learning
2) personality-oriented learning
3) technology of developing learning

Design and research activity allows you to form key competencies, because students work independently most of the time, learn planning, organization, self-control and evaluation of their actions, communication and activities in general. In the process of working with projects, the following are formed:

- value-semantic competence (defines the scope of the student's worldview related to his value orientations, his ability to see and understand the world around him).

- general cultural competence (reflects the range of issues in relation to which the student should be well aware). For example, fundamental achievements in the field of English and their practical significance.

- educational and cognitive competence (includes elements of logical, general educational activities. This includes knowledge and skills in comparison, classification of objects according to one or more criteria, solving educational problems according to given algorithms, creative solution of practical tasks).

- information competence (forms the ability to independently search and analyze the necessary information)

- communicative competence (includes knowledge of ways to interact with other people, group work skills, knowledge of various social roles in the team)

The teacher is assigned a managerial role in the organization of the educational process.

In this regard, the following management principles should be listed:

1) differentiated approach to students in compliance with the feasibility of educational tasks;

2) a systematic increase in intellectual loads and a consistent transition to more incomplete instructions for performing independent work;

3) gradual separation of the teacher and his occupation of the position of a passive observer of the process;

4) the transition from teacher control to self-control.

It follows from this that one of the most significant tasks is to resolve the question of how to form internal motivation, that is, translating the external need to search for the unknown into an internal need. The organization of independent cognitive activity of students in the classroom is an important condition for personality-oriented learning.

Principles of personality-oriented learning implemented using project-based research training:

Individualization is the creation of a multi–level training system that takes into account the individual characteristics of students and provides everyone with the opportunity to maximize their abilities.

The contextual approach is subordination of the content and logic of studying educational material of general education disciplines to the interests of future professional activity, as a result of which learning acquires a conscious, substantive, contextual character, contributing to the strengthening of cognitive interest and cognitive activity. [7]

The development of cooperation is a practical awareness of the need to switch to the principles of trust and mutual assistance. Providing assistance to students in organizing their educational activities in combination with maintaining a demanding attitude to its effectiveness. The development of respect, trust in the student, with the provision of opportunities for him to show independence, initiative and individual responsibility for the result.

New principles of personality-oriented education, individual approach, subjectivity in teaching require such teaching methods that provide:

- active, independent and initiative position of students in teaching;

- development, first of all, of general academic skills: research, reflexive, self-assessment;

- the formation of not just skills, but competencies, i.e. skills directly related to the experience of their application in practice;

- priority targeting of the development of cognitive interest of students;

- implementation of the principle of the connection of learning with life

The third component of my experience is the technology of developmental learning. When preparing for lessons, I rely on the basic principles of developmental learning. Namely:

- Putting at the forefront of the pedagogical process the development of the student's personality as a guarantee of his successful self-realization, the direct participation of the student in the development of strategies and tactics of educational activities;

- Development of research activities, assistance in mastering the algorithm of self-knowledge and organization of various activities;

- Creating a comfortable atmosphere of the lesson, allowing to identify the creative abilities of the individual, to promote their development and manifestation, to track personal results in the learning process, including the intermediate result

Thus, all three of these technologies put forward principles that contribute to the development of an active, socially adapted and self-developing personality. [8]

So, from the point of view of modernization of education, design and research activity of students as a technology based on design processes is an important component of the system of productive education and represents a non-standard, non-traditional way of organizing educational processes through active methods of action (planning, forecasting, analysis, synthesis) aimed at implementing a personality-oriented approach. Designing helps students to realize the role of knowledge in life and learning – knowledge ceases to be a goal, but becomes a means in genuine education. By the end of such training, children are able to choose the most appropriate form of continuing education. This is how the education system is built in the leading countries of the world, which reflects the humanistic direction in pedagogy. The use of design and research activities in the classroom

I believe that the educational process should ideally simulate the process of scientific research, the search for new knowledge. Thus, my work in the lesson is built taking into account the age needs and capabilities of the child, as well as didactic considerations and represents the following structure by class.

First of all, I tried to organize the independent work of schoolchildren in the classroom. These were mostly short-term projects that fit into the lesson. At the initial stage, children are trained in joint creative and research activities. In elementary school, albums are created-chronicles of the family, class, which can then be collected into one large album or placed on one large stand. Children compose thematic dictionaries, draw filmstrips. Another form of work in the classroom where the use of research activities is possible is the development of phonetic skills, which consists in training the correct pronunciation of sounds, and also the rules of reading English vowels are studied. Initially, students are asked to recall letters and sounds, They must name these letters, identify the sounds they transmit and give examples of words where they are used. In the course of such work, students can use the media objects presented on the slides. At the end of the research work with English letters and sounds, students under my guidance test themselves with the help of the author's game program "Rules for reading English vowels".

In grades 5-6, the main direction of work is Self-education. "Do it yourself." Working with children of this age, I orient them to acquire positive personality traits. At the same time, I use the following tasks: making fairy tales on the topic of the lesson, poems, stories, expressing the topic through a photograph, drawing. In grades 5, short-term practice-oriented monoprojects are carried out, which is explained by the concreteness of children's thinking By students of grades 5, projects were carried out on the topics: "My family", "My house", "My friend", "Daily routine", "Letter to an English friend", "New Year's card". These are creative projects, many guys used a computer when doing projects. Fifth grade students made creative presentations about themselves on the topics covered, using their photos, pictures, keywords, phrases that help them tell. Such performances arouse great interest of classmates and a lot of questions, which is a good incentive to talk in the language. I also form students' research skills by working with texts. While working with the text, students often encounter phrases like “Buy time”, “The hands of the clock”, etc. Each individual word in the examples given is well known to schoolchildren, but the phrases themselves can cause some difficulties in translation. There is a need for some kind of analytical work. [9]

1. Buy – buy time – time - words from the active dictionary.

2. The hypothesis is expressed that the phrase buy time is the equivalent of a stable expression from the Russian language “to win time".

3. Let's check if this translation fits the context: “Well, yes...I think it is... - I said just to buy time (Okay, yes... I suppose it is... - I said, just to buy time)”. The hypothesis turned out to be correct. In this case, the simplest search forms are used, but the skills of research work are acquired gradually. Students are also gradually learning to work with language units.

One more example should be given when it is important not so much the ability to work with a dictionary, but to apply elements of the analysis of research work.

There is a sentence in the text:

“Lend me your ear, he said trying to turn in my direction.”

In this case, the expression Lend me your ear is not entirely clear. Reasoning:

land – lend, lend

Ear – ear;

The expression “borrow an ear” is likely to lead the guys into confusion, additional work with the dictionary will be required. The English-English dictionary gives several examples with this expression, here is one of them: “Are you anywhere in a hurry? – Mag took me by the sleeve ... I need to tell you something, lend me your ear, please (Are you in a hurry? – asked Meg I need to tell you something, can I have your attention, please?)”. From this context, the meaning of the desired phrase becomes clearer. We train not only the language guess, but also the ability to prove the initial assumption. [10]

Research activities in English lessons are applicable, of course, and when introducing new grammatical rules. This could not be more justified for a number of reasons. The first reason is psychological. It is well known that the material that was extracted by logical reasoning and independent conclusions is best remembered. The second reason is linguistic. Russian Russian schoolchildren, while learning English, encounter a number of grammatical structures, which have no analogue in the Russian language: 12 tenses of the English verb, a complex system of prepositions and some others. Research work just helps to overcome some of the inevitable difficulties in learning a language.

Research work begins already when studying the simplest grammatical constructions. For example, the present simple tense of the verb to be (to be).

- I am a teacher.
- He is a doctor.
- She is a nurse.
- They are pupils.
- We are pilots.
- You are my friend.
- It is a cat.

The analysis of these sentences leads students to the conclusion that the verb to be in the present simple tense has 3 forms – am, is, are. Further analysis of the sentences allows you to make the following table, according to the person / number of the verb:

- I – am
- He / She / It – is
- They / We / You – are

Here is another example of using search forms in an English lesson.

When introducing the topic Present Simple Tense (simple present tense), I build my work as follows:

1. First, I ask students to compare sentences denoting everyday activities (go to work, clean flat, go in for sport, etc., and pictures denoting these actions:

Mary goes to work by car every day (Mary goes to work by car).

Steve and Robby clean their flat every weekend (Steve and Robby clean

the apartment on weekends).

Liz plays volleyball twice a week (Liz plays volleyball twice a week).

I usually come to school at 8 o'clock (I usually come to school at 8 o'clock), etc.

At this stage, the language guess works.

2. Then the guys get the task: to pick up the continuation of the existing sentences, choosing from the ones proposed by the teacher that fit the original sentence both in meaning and grammatically. For example:

Marry goes to work by car every day.

- but sometimes takes a bus.

- and never come late.

By reasoning and comparisons, we hypothesize that the correct option is the first sentence. Check: in all sentences in which the verb is in the 3rd person, it has the ending -s, the verb takes also has the ending – s. Therefore, this is really the correct option. We also select the appropriate endings for all sentences. After completing the task, we conclude that the verb in the present simple tense in the singular of the third person will have the ending – s. [11]

My role in introducing new material is to guide the work of students, to help in the search for the right result. Students themselves extract the necessary information, analyze the results obtained, formulate rules, respectively, it is easier to remember them, and also acquire such important skills as the ability to identify the main thing, compare, find analogies and draw conclusions.

Various forms of research activity can be used even at the initial stage of language learning with children aged 8-12 years when mastering grammatical material, making such work into an exciting game. I also use such tasks at later stages of training to master the subtleties of the language. For example, when studying phrasal verbs, stable expressions, idioms – in the case when you need to work with a dictionary, analyze the already existing knowledge of both the native and the language being studied. For example, the effective use of research in the study of the following topics:

• "Verb forms to be in the present tense" (Beginner level);

• "Past tense ending –ed for regular verbs, past tense forms of irregular verbs" (Beginner/Elementary level);

• Subjunctive mood 0, 1, 2, 3 types (Pre-Intermediate level);

• "Future Simple Time" (Beginner/ Elementary level);

• Phrasal verbs (level (level Pre-Intermediate, Intermediate, Upper- Intermediate). [12]

In the 7th grade – the direction of the work "Teach yourself to learn". "Self-education". For this age, I select tasks that develop the student's skills and abilities that increase interest in learning. Drafting projects on the topic, using itinerary sheets, presentations, slide films, messages and reports, drawing up comparative characteristics. At the second stage of training, due to the increase in the level of creativity, interest in literary and creative mono-projects increases. There is a new, more complex type of project — informational, which allows us to conclude that the level of language competence of students is increasing. Work continues on the information type of the project. The level of language competence increases, analytical, associative and system thinking, combinatorial skills develop. Interdisciplinary connections are being strengthened, the general outlook is expanding. The information project acquires an interdisciplinary character. When choosing the topic of an abstract or research paper, students are guided by their desires and interests. At the end of the work, students submit creative reports. The forms can be different: the publication of a newspaper, a school magazine, the design of an exhibition, a creative report on an experiment, the defense of an abstract or research paper. [13]

Conclusion

Project and research activities are modern, productive and personality-oriented, allowing students to better assimilate the material of the program. Practice shows that the effectiveness of the learning process is much higher if the student masters the techniques of self-education. After all, the main task of a teacher is to teach his wards to independently acquire knowledge.

The role of the teacher in such a lesson is reduced to managing the work of schoolchildren, to correcting ways to solve the tasks set.

The use of design and research activities increases the effectiveness of teaching. The results of observations showed that all students work more actively in the classroom: both "weak" and "strong". For underachieving children, there is an opportunity to move forward in obtaining new knowledge. For the "strong" - an opportunity to expand their knowledge using additional literature on the subject. The teacher has the opportunity to pay attention to both "weak" and "strong" students in the lesson. The change of activities, as well as the fulfillment of tasks by students of various levels of complexity make the lesson interesting, eliminate the psychological burden, allow the children to realize themselves as much as possible in the classroom and in extracurricular activities.

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PHILOLOGY

ENGLISH NEOLOGISMS IN XXI CENTURY

Azhmaganbetova A.
DOI: 10.5281/zenodo.7711721

Abstract

The article is devoted to the analysis of nominative processes and lexical changes occurring at the present stage of the development of the English language. It is the lexical system of the language, being the most flexible and mobile, that continuously changes along with the development of the language collective, enriching itself with new lexical units and reflecting current social trends. New the words that have appeared in the language in the last few years have become the object of study of this article.

The material was the neologisms included in the Oxford online dictionary, since 2010. Most of the lexical units under consideration were included in the lists of words of the year of the Oxford Dictionary, formed on the basis of statistical data on the frequency of use in a particular year.

A brief review of theoretical approaches to the problem of studying neologisms and the factors influencing their occurrence is accompanied by a comparison of statistical data of linguists of the late twentieth century — the beginning of the XXI century. The paper examines the specifics of popular neologisms of the English language and their actualization in everyday communication of native speakers.

The study included two stages: analytical, which is a lexical analysis of neologisms, and interactive, consisting in a survey of informants. In semantic terms, a number of generalized thematic groups / spheres of functioning are identified. The identification of the degree of actualization of these linguistic units in the speech of native English speakers consisted directly in a survey of informants. The analysis of the survey results and the attitude of native speakers is given to new words. An attempt has been made to understand the causes of the changes taking place and to offer an interpretation of the results of the study.

Keywords: neologism, language development, language changes, spheres of functioning, language picture of the world.

INTRODUCTION

Language, like any living organism, continuously evolves, enriching itself with a variety of linguistic means. The most mobile and flexible is, as you know, the lexical system of the language, which is changing dynamically and constantly along with the development of a particular language collective, reflecting the changes taking place in society and modern trends. This article is devoted to the lexical metamorphoses of the English language that have been taking place in the last few years and the attitude of native speakers themselves to them.

It should be said that the field of neology, which has been attracting the attention of linguists for more than a decade, is now developing as rapidly as the object of its study itself — new words. And if at the end of the twentieth century . Researchers estimated the number of new English words appearing in the range of 12,000 per year [Barnhart 1985], then in 2002, according to some calculations, this figur increased to 10,000 new words and word forms per day [Metcalf 2004]. The number of neologisms that arise in the language every day in our time is already incalculable. Of course, not all of these words are included in a wide range of usage and fall into dictionaries. Nevertheless, lexicographers are trying to fix all the emerging new lexical units, which allows us to draw a more complete picture of the current trends in the development of the language and the society speaking it.

A large number of works and studies have been devoted to the study and analysis of neologisms, which consider new words from different sides and aspects. The very specificity of the studied object is such that the topic does not exhaust itself, and research works continue to remain relevant, complementing and clarifying the analyzed phenomenon.

INTERPRETATION OF THE CONCEPT OF "NEOLOGISM"

First of all, we will define the concept itself, which we will operate with in this article. So, in the most general sense, neologisms in the vocabulary are considered words or meanings of existing words that have appeared in the language relatively recently. Irina Retz, having studied the possible approaches of researchers to the interpretation of the term "neologism", which vary depending on the research goals, identifies 5 main theoretical approaches: stylistic, denotative, structural, etymological and lexicographic. Within the framework of the stylistic approach, neologism is interpreted as a word whose novelty is marked by its new stylistic use, an example of which can be words that pass from jargon or metalanguage into everyday language (for example, the term downtime ‘time when one is not working or active’). Denotative theory considers neologisms as words that arise to name new objects and concepts and thus acquire new denotative meanings, such as smartphone, selfie, e-book. The structural approach defines neologisms as words that have a completely new linguistic and acoustic form and structure, such as: Tolkien's hobbit. With an etymological approach, a neologism is understood as a word already existing in the language that has developed a new meaning: umbrella 1) ‘device used as protection against rain’; 2) ‘a protecting force or influence’. And finally, proponents of the lexicographic approach to neologism put into this concept, among other things, the non-fixation of a new word in dictionaries, for example, the cinematherapy language unit ‘using films as therapeutic tools’, which scored 70,000 citations in the Google search engine, but has not yet been reflected in lexicographic publications [Rets 2016].

Summarizing these approaches, we can conclude that even the novelty factor common to all definitions seems ambiguous and in many ways contradictory, since the researcher must determine for himself whether a particular language unit is new to all members of society or only for a certain part of native speakers, for the language of everyday communication or only for a certain sublanguage, metalanguage, etc.

In this work, neologisms will be understood as words or phrases that are new in their form and meaning at the current time and have a new socio-cultural meaning. In other words, we will classify as neologisms both new words in form and meaning, and units already existing in the nominative fund, the meaning of which has been transformed due to changes in discursive attribution.

DYNAMICS OF WORD-FORMATION MODELS OF NEOLOGISMS

Various factors influence the creation of new language units. So, L. Gilbert identifies three such factors:

1) denominative (the need to designate a new object);

2) stylistic (the need for expressively colored speech);

3) the pressure of the language system (the formation of potentially possible words based on existing models) [Gilbert 1975, quoted by Gatsalov 2005].

By their nature, neologisms in modern English arise on the basis of various principles. Many linguists note the principle of linguistic economy as dominant at the present stage. The increasingly intense rhythm of life and, as a result, the increasingly acute shortage of time leads to a change in the perception of time in the XXI century, which is noted by sociologists [Urri 2012]. It is quite natural that language, as a kind of mirror of socio-cultural life, changes along with society. At the same time, the changes affect the very nature of the language, in particular its word-formation models. The most popular are merges, abbreviations, abbreviations, which allow you to express a thought using a minimum of linguistic means and spending less time. So, there are the words *MOOC* ‘long-distance course’, *vom* ‘vomit’, *hurry sickness* ‘an urgent and persistent need to feel busy or productive’, *sightjogging* ‘visiting a foreign city by jogging around it’.

Statistics also confirm this phenomenon. According to V.I. Zabotkina, in the 60s and 70s affixation prevailed over word composition, yielding to it only in the 80s. At the end of the twentieth century, one of the most productive linguistic ways of forming a new vocabulary in English was word composition (29.5% of the entire corpus of neologisms), affixation (24%) and conversion (3%). In 2014, some researchers put abbreviations (mergers, abbreviations, acronyms) in second place in frequency [Voeikova 2015], while a few years earlier, Canadian researcher Paul Cook in his doctoral dissertation in 2010, analyzing 1186 of the most frequent neologisms, notes that 43% of new words are formed on the principle of blending [Cook 2010: 41). It should be noted that in 1991 John Algeo, studying the dynamics of word-formation models of neologisms, claimed that only 5% of new words account for fusion [Algeo 1991].

RESEARCH OF NEOLOGISMS: AREAS OF OPERATION

Dozens of works by domestic and foreign scientists are devoted to word-formation models of neologisms of the English language. Therefore, it makes no sense to dwell on them in detail in this article. The main purpose of the study, as already noted at the beginning, is to determine the specifics of popular neologisms of the English language and to actualize them in everyday communication of average English speakers.

The material was neologisms included in the Oxford online Dictionary since 2010. The total volume of analyzed words and expressions was 77. The words were selected according to the principle, as it seemed at the initial stage of study, of the most frequent use by native speakers. Thus, most of the lexical units under consideration were included in the lists of words of the year of the Oxford Dictionary, which are formed on the basis of statistical data on the frequency of their use in a particular year.

The study included two stages: analytical, consisting of the selection and lexical analysis of neologisms, and interactive, consisting in a survey of informants.

The presentation of the results of the study will begin with a lexical analysis of the new nominative units. The group of words under consideration included 58% of nouns, 25% of verbs, 13% of adjectives and 4% of abbreviations, followed by more compositionally complex, expanded phrases. Thus, structural and partial analysis indicates the dominant number of one-word linguistic units expressed by nouns, which in turn indicates a greater need for native speakers to name newly appeared phenomena or situations. Note that 49% of the words under consideration are formed by merging, which fully confirms the observations given in the theoretical part regarding the principle of language economy in the context of the accelerating rhythm of life in the XXI century.

In semantic terms, 5 generalized thematic groups / spheres of functioning can be distinguished:

— social and everyday life, including the names of various recently emerged phenomena, habits, everyday objects, etc. (39%): *wine o’clock* ‘an appropriate time of day for starting to drink wine’; *cidery* ‘a place where cider is made’; to *binge-watch* ‘to watch multiple episodes of a television programme in rapid succession’; *fandom* ‘the state of being a fan of someone or something’; *showrooming* ‘the practice of visiting a shop or shops in order to examine a product before buying it online at a lower price’; *omnishambles* ‘a situation that has been comprehensively mismanaged’; *sodcasting* ‘the practice of playing music through the loudspeaker of a mobile phone while in a public place’; to *mansplain* ‘when a man explains something to a woman in a manner regarded as condescending or patronizing’;

— computer technologies and social networks (21%): *selfie* ‘a self-portrait photograph’; to *rage-quit* ‘to angrily abandon an activity that has become frustrating’; AFK (*away from the keyboard*); *second* *screening* ‘the practice of watching television while simultaneously using a smartphone, tablet computer, laptop, or other screen device’; *webisode* ‘an episode of a series distributed as web television’; to *pocket-dial* ‘accidental placement of a phone call while a person’s mobile phone is in the owner’s pocket or handbag’;

— socio-economic spherea (12%): *bedroom tax* ‘a reduction in the amount of housing benefit if the property has more bedrooms than is necessary for the number of the people in the household’; *Eurogeddon* ‘the catastrophic potential financial collapse in the Eurozone'; *squeezed middle* ‘the section of society regarded as particularly affected by inflation, wage freezes, and cuts in public spending’; *crowdsourcing* 'the practice whereby an organization enlists a variety of freelancers, paid or unpaid, to work on a specific task or problem'';

— socio-political vocabulary (9%): *Brexit* 'potential withdrawal of the UK from the European Union''; *occupy* *an international movement protesting against perceived economic injustice by occupying buildings or public places and staying there for an extended period of time'; *hacktivism* 'the subversive use of computers and computer networks to promote a political agenda''; *slacktivism* *actions performed via the Internet in support of a political or social cause but regarded as requiring little time or involvement'; *indyref*' independence referendum held in Scotland'';

— anthropocentric characterizing nominations describing people and their needs, mental qualities, views and beliefs, style, etc. (19%): *moblivious* 'staring at your phone whilst walking or driving and oblivious of your sur-roundings''; *sapiosexual* *a sapiosexual is a person who finds intelligence a sexually attractive quality in others''; *adorkable* ''unfashionable or socially awkward in a way regarded as appealing or cute'; *hangry* 'being so hungry that the lack of food causes a person to become angry and frustrated'; *on fleek* 'extremely good, attractive, or stylish''; *normcore* 'a trend in which ordinary, unfashionable clothing is worn as a deliberate fashion statement: *lumbersexual* ‘a young urban man who cultivates an appearance and style of dress suggestive of a rugged outdoor lifestyle'.

I recognize the conditionality of this division into groups and the names of the thematic groups themselves (see Fig.). This is caused by a number of reasons, and first of all by the presence of schemes in one word that allow it to be attributed to several areas at once.

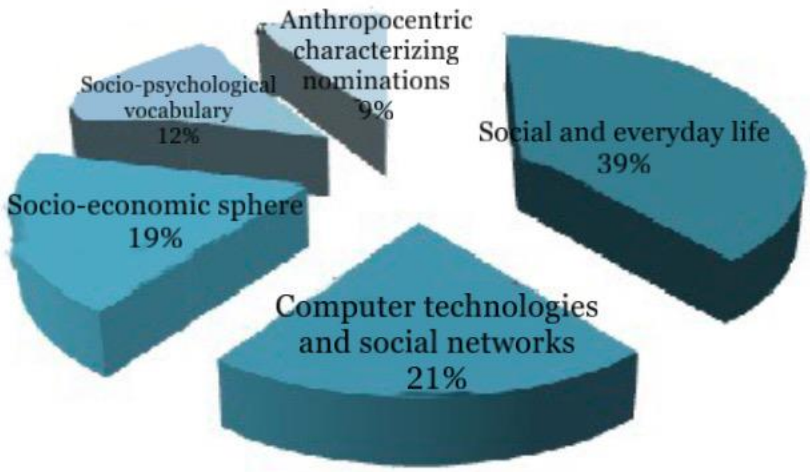

Fig. Thematic groups of neologisms

As a percentage, the most productive neologisms in terms of education are the sphere of public and everyday life - 39%, followed by the rapidly developing field of new technologies, the Internet and social networks - 21% and then a rather heterogeneous group, which we have designated as anthropocentric nominations that characterize people and their needs, abilities, manners and style, etc., which occupies 19% of the total number of analyzed words.

INTERACTIVE STUDY OF NEOLOGISMS AND ANALYSIS OF RESULTS

The second part of the study, aimed at identifying the degree of actualization of these linguistic units in the speech of native English speakers, consisted directly in a survey of native—speaking informants living in the UK. During the survey, informants were asked to answer several questions, in particular about the meaning of the word, the frequency of its use, possible synonyms and forecasts regarding the potential consolidation of the lexeme in the vocabulary of the language.

Anticipating the results of the analysis, it is worth making a reservation that residents of the southern counties of England — Hampshire, Surrey and West Sussex and the unitary administrative units of Brighton, Portsmouth and Southampton took part in the survey. This fact could have influenced the results of the survey, since, perhaps, in other parts and counties of the UK, the language trends are somewhat different.

In the twentieth century, most neologisms needed time to firmly establish themselves in the language of everyday communication. However, as one might assume, in the last decade, with the development of information technologies, social networks and other diverse and broad opportunities for communication, there has been not only an intensification, acceleration of the creation process, but also, what is fundamentally important for us, the rapid spread of new words both in this language collective and around the world.

The results were somewhat unexpected, since a group of informants aged 25 to 45 years determined the meaning of only 36% of the words. However, when the words were already presented in context, the informants were able to understand the meaning of 90% of the words given. Informants in the age group of 20-25 years reported that they heard or met 50% of the words, recognizing them out of context. However, according to the respondents, only 15-20% of the new words that were selected for analysis are actively used. Basically, these are lexical units from the sphere of everyday life, new technologies and the political and economic block. In this regard, I would like to emphasize once again the specifics of the words we have chosen: most of the lexemes included in the survey were published in the lists of words of the year of the Oxford Dictionary, which are formed on the basis of a high frequency of use.

The attitude of informants to the vast majority of neologisms is quite negative. They were described as "stupid", "unnecessary" and unable to gain a foothold in the English language for a long time. This opinion was expressed by the majority of native speakers who took part in the survey, and, in particular, the entire age group from 25 to 45 years.

Such an opinion is not new, the extremely negative attitude of native speakers to new, unusual words has been noted repeatedly. *The Telegraph* claims that new words enter the language so quickly that they "pass by" an entire generation ('terms ... have entered the language so quickly that they have bypassed the entire generation') [The Telegraph URL: http://www.telegraph.co.uk/news/newstopics/howabouttthat/11574196/new-forms-of-social-media-terms-which-parents-do-not-understand.html].

Dan Clayton, analyzing the perception of language changes, quotes a number of media representatives who describe new words born in youth slang or coming from the American version of the English language as "decline", "degeneration", "destruction" of the English language ("decline, decay and collapse"), comparing them with Carolina gray squirrels, displacing indigenous species, thereby destroying the linguistic ecosystem (like the grey squirrel destined to drive out native species and ravage the linguistic ecosystem') [Clayton 2016: 86 87].

From a linguistic, research point of view, it should be noted that the emotional negative reaction of native speakers to new and often incomprehensible words and their potential does not reflect an objective linguistic picture.

Having analyzed the meaning of all the lexemes proposed for the survey, it can be stated with confidence that 90% of words appeared or developed new meanings to denote new realities that did not exist in the linguistic picture of the world before.

Words, which, at first glance, could be dispensed with and which could illustrate the redundancy of linguistic means of expression, make up approximately 10%. These are linguistic units that originated in youth slang and entered the modern English language of some social and age groups. However, according to the exact observation of the famous Russian linguist I.B. Levontina, all these words appear because there are some lacunae in the language, that there are fragments of the linguistic picture of the world that are not described by language or described in a way that does not suit native speakers at this stage of development. So, for example, a new word may appear not to name a new object or a new reality, but for the purpose of implicitly expressing that new emotional component that is absent in other lexemes of the language that are close in meaning (stylistic factor of the emergence of neologisms, according to Gilber) [Levontina URL: https://www.youtube.com/watch?v=dfzCehnmHf8].

The opinion of I.B. Levontina is in tune with the thoughts of the famous lexicographer John Algeo, who wrote: ‘We use some new words because we take delight in them... They reflect changes in material and intellectual culture. And they show us something of the way human beings cope with problems and laugh at the absurdities of life’[Algeo 1991: 15].

Let's try to understand the reasons why many of the new words we have considered do not fall into active use among native speakers.

The above opinion of the Telegraph journalist regarding the large number of new words that entered the language so quickly that they "passed by a whole generation" is certainly one of the explanations for the results we have obtained. On the other hand, we should not forget about the concepts behind the new words themselves. Allan Metcalf suggested using a number of factors that determine the "viability", or, in the words of Paul Cook, the "success" of a new word [Cook 2010]. These are the frequency of use (frequency), the lack of evidence of meaning (unobtrusiveness), the breadth of distribution and diversity of use situations (diversity of users and situations), the potential ability of the word to form other forms and meanings (generation of other forms and meanings), as well as the duration of the existence of the concept itself, expressed by the data in a word (endurance of the concept to which the word refers). It seems that it is the factor of the variety of usage situations and, in some cases, the duration of the existence of the extra-linguistic concept itself that are key to understanding and explaining the results of the survey. Many neologisms are created to describe a specific situation (*moblivious, second screening, hangry, mansplain,* etc.), and their use is limited to the scope of this situation. The reasons for the creation of such neologisms have already been called: this is the desire to express one's thoughts or convey one's attitude to something using a minimum of linguistic means and spending less time. The short-term nature of some concepts that have received naming in the present period of time, or the apparent short duration and "frivolity" of the named concept (*normcore, sapiosexual, AFK, etc*.), can serve as another explanation of the reluctance of native speakers to use neologisms, acute rejection and rejection of many lexical units that have entered the English language and trying to find their place in it.

CONCLUSION

Summing up the reasoning about the reasons for the "success" or "failure" of certain neologisms of the English language, we note that language processes occur rapidly in comparison with past periods, within a few days as many new words appear as at other times appeared for several years. As I.B. Levontina aptly noted, the language in our time lives as if in accelerated shooting [Levontina URL: https://www.youtube.com/watchv=dfzCehnmHf8]. And if the language is a reflection of the life of the people, and the vocabulary is a kind of litmus test for social and cultural changes, then it can be assumed that new words, no matter how unusual and ridiculous they may seem to most of society at first, do not appear and become popular randomly. Their appearance is natural, as they bring with them new ideas and values.

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SOCIOLOGY

SOCIAL ENTREPRENEURSHIP SCOTT HARRISON, CHARITY:WATER

Bereza A.,
MEng
Faculty of Automation of Technological Processes and Production,
National Research Technological University MISIS, Moscow.
Lanskaia I.
MLitt, MSc
School of Management, International Business, University of St Andrews
DOI: 10.5281/zenodo.7711731

Abstract

In this article, the author considers social entrepreneurship as a modern type of organization that can actively participate in the fight against global problems. The paper focuses on the characteristics of social entrepreneurship discussed in the existing literature, and the author suggests an additional feature of modern social entrepreneurship as the need for close interaction with public authorities. As a vivid example of modern social entrepreneurship, the author considers the Charity:Water organization.

Keywords: social entrepreneurship, global problems, social mission.

Due to the essential need for solving global problems, the concept of social entrepreneurship is gaining attention in the modern world. However, the phenomenon of social entrepreneurship is not new (Dees, 1998). And it has been actively discussed in the academic literature since the term "social entrepreneurship" was first suggested by Drayton B. when he established the Ashoka foundation in 1980 (Sen, 2007). The academic writers emphasize the presence of a socially useful mission as the common feature of social entrepreneurship (Cornwall, 1998; Hibbert et al., 2001; Dees, 1998). Scholars also mention innovativeness as one of the characteristics of social enterprises (Drucker, 1985, p.23; King, 1987; Borins, 2000) as well as resourcefulness (Stevenson, 1985), recognizing new opportunities and accountability of value creation (Sullivan et al., 2003). Dees gathered all these features to define the "ideal" social entrepreneurship. However, the recent academic literature more often discusses the importance of interaction between social entrepreneurship and state authorities. The reason may be that social entrepreneurship in part helps governments fulfill their functions to improve the life of the population and combat acute problems (Bornstein et el., 2010, p.99). Therefore, besides the described earlier features of social entrepreneurship, an ideal modern one may also be characterized by the ability to bilaterally interact with local and public authorities in order to achieve a common social goal. The features of social entrepreneurship which were earlier emphasized in the literature and also the new idea of interaction with the authorities may be applied to the organization called "Charity:Water". The organization solves a global modern problem of lack of clean water and may be named the bright example of modern social entrepreneurship. The work considers the characteristics of social entrepreneurship discussed in the existing literature and the idea of the necessity of interaction with public authorities as an additional feature of modern social entrepreneurship using the example of Charity:Water.

The main feature of social entrepreneurship is the presence of a socially useful goal and the orientation of activity towards improving the well-being of society. For a social entrepreneur a public goal becomes central (Peredo et al., 2006). According to Dees (1998), social entrepreneurs do not focus on financial gain for individuals but aim at providing wealth for society. They do not aim at short-term projects to achieve success and revenue but focus on creating long-term improvements in the world. However, the organizational form of SE is also unique as it may be a hybrid that has both for-profit and non-profit characteristics (Alter, 2006; Townsend and Hart, 2008). Despite that, it should allocate most of its gained profit towards the maintenance of the operation and achievement of a social mission (Kerlin, 2010). The ability to gain profit and the mission are the most important features which distinguish social entrepreneurship from classic NGOs/NPOs and other businesses respectively. Some commercial organizations which want to participate in social issues may use such a way of involvement as Corporate Social Responsibility (CSR). However, they can't be called social entrepreneurs as their main missions are not social. Moreover, according to Doane (2005), such organizations are mostly interested in CSR as a tool for reaping the financial benefits of ethical consumerism and improving relationships with both the public and government rather than an instrument of positive influence on society. Thus, social entrepreneurship distinguishes itself from other types of organizations by its social mission and the ability to gain profit mostly directed on covering its expenses.

Despite the ability of social entrepreneurship to gain profits, Charity:Water chose a non-profit path for the achievement of its main goal (Charity: Water, 2019). Its mission is to prevent the diseases caused by dirty drinking water and enrich the population of the planet with clean water. The organization does not have any commercial activities but receives large investments from private companies and donators. In 2017 the company raised $50 million and invested $45.4 million in water projects, while the rest covered its operational expenses. By 2002 they have already funded around 51,500 water projects that provided clean water to more than 11 million people around the world (Charity: Water, 2019). Thus, the organization is continuing to pursue its social mission raising the number of areas with access to basic human needs.

A social organization can't be called entrepreneurship if it does not have an innovative idea in its operation. Schumpeter (1934, p.66) argued that entrepreneurs are innovators whose main function is to change the production structure. He said that entrepreneurs drive the economy by entering new markets and applying new methods of using things. They do not have to invent something; they can make use of innovation or improve an existing product (Drucker, 1985, p.42) However, Drucker (1985, p.26-31) argued that entrepreneurs are not always connected with specific technologies or products; they can just be the force to significant changes in social, economic, banking, educational, technological and other spheres. Johnson (2000, p.1) takes the same approach and defines entrepreneurship as «emerging as an innovative approach for dealing with complex social needs». The Schwab Foundation (2002, p.56) makes an accent that entrepreneurial innovations may be directed especially at marginalized and poor people.

The organization "Charity: Water" is a good example of these approaches as it touches on the innovative idea of the fight against inequality and lack of water for poor people. The organization does not invent any new technology for building wells in poor regions but the idea of focusing on the problem of lack of water on a large scale is unique. Moreover, the organization is distinguished by its innovative campaign to inspire people to participate in charity. Charity:Water gives 100% of the full amount of donation to funding its water projects that motivate lay people to become change makers. As evidence of its integrity, the organization applies innovative technologies which enable every donator to remotely follow the project he (she) invested in. Thus, Charity:Water may be called entrepreneurship for its innovative approaches to operations and providing services.

Besides innovativeness and a social mission, the ability to recognize the opportunity for making global changes is also necessary for a potential social entrepreneur. Drucker (1985) emphasizes that "the entrepreneur always searches for change, responds to it, and exploits it as an opportunity" (p.33). Martin et al. (2007) support Drucker's idea but clarify that a social entrepreneur's opportunity leads to the achievement of social goals. Austin et al. (2006) separate the social entrepreneur and the commercial entrepreneur, emphasizing that the former finds and applies the opportunities that benefit society, and the latter recognizes the opportunities that bring him personal profit. However, Weerawardena et al. (2006) argue that opportunity-seeking is closely connected with the financial resources of entrepreneurship as its opportunity boundaries expand with the growth of an organization's budget.

Scott Harrison's experience as a volunteer on the Mercy Ships in Africa helped him to feel the acute social problem and identify financial possibilities for solving it. He managed to attract an audience to the problem using such an efficient entrepreneur's method of engaging people as storytelling (Bornstein, 2010). As the evidence of charitable use of funds, Charity:Water provides the philanthropists with photos and GPS of the projects. Of its transparency and high accountability people who want to participate in charity trust the organization and invest in water projects. As the result, the organization's resources annually increase and the number of projects rises.

As recent cases show, launching projects, effective management, and raising funds are not possible without active interaction and support from state governments. Wolk (2007) points to the benefits for society of the collaboration between government and social entrepreneurship (p.5) and gives numerous examples of successful interactions (p.39-43). As in most cases, modern social entrepreneurship fully or partially depends on the governments (Stephan et al., 2015), active support becomes a necessity. Santos (2009, p.17) examines the role of social entrepreneurship in a modern economy based on market capitalism, emphasizing the importance of government regulation and support for social entrepreneurship. The author gives an example of the French social entrepreneurship "Unis-Cite", which was able to achieve tremendous growth only when the French government recognized the importance of the organization's mission and then legislatively and financially supported it (Santos, 2009, p.24). Consequently, modern successful social entrepreneurship can also be characterized by the presence of collaboration with the state in order to achieve a common social goal. However, Weerawardena et al. (2006) suggest that if a not-for-profit organization fully depends on the government, in this case, it becomes the "service provider arm of government". The organization may feel uncertain about its financial future and does not have the whole control over the development of its projects. Thus, the ideal situation for non-profit organizations may be to balance government funding and other ways of funding.

Charity:Water does not publish information on state financial support, since projects are mainly funded by private donors (Charity: Water, 2019). However, the organization actively interacts with the governments of countries and regional leaders that play an important role in the implementation of water projects. The reason for that is that Charity:Water helps local governments to fulfill their main functions in providing the population with basic needs without burdening their budgets. Local governments are responsible for keeping the wells in working condition; they stimulate the growth of human resources, which will be involved in the further maintenance and repair of wells (Charity: Water, 2019). Thus, the establishment of cooperation of the organization with state and local authorities is an important step towards achieving the social mission as it benefits all the participants of the interaction: the organization, communities, and the governments.

Social entrepreneurship has been particularly active in recent years, which may be a result of increased concern about global problems Social entrepreneurship is one of the methods which aims at eliminating social problems. Social mission is a distinctive feature of social entrepreneurship from other types of organizations (Dees, 1998). The presence of innovative ideas and opportunities for implementing social missions are also often highlighted in determining ideal social entrepreneurship by researchers in the academic literature (Johnson, 2000; Borins, 2000). However, the authors of academic papers miss the characteristic of cooperation with the public sector, which is so important in the modern economy. Indeed, the development of social entrepreneurship in a specific region may be possible if the goals of the state coincide with the goal of the organization (Wolk, 2007). The organization "Charity: Water" was considered as an example that meets all the above-mentioned characteristics of social entrepreneurship. The organization's activity may also confirm the importance and the necessity of collaboration with state and local governments in the implementation of social projects.

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№69, 2023
Slovak international scientific journal

The journal has a certificate of registration at the International Centre in Paris – ISSN 5782-5319.
The frequency of publication – 12 times per year.
Reception of articles in the journal – on the daily basis.
The output of journal is monthly scheduled.
Languages: all articles are published in the language of writing by the author.
The format of the journal is A4, coated paper, matte laminated cover.
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