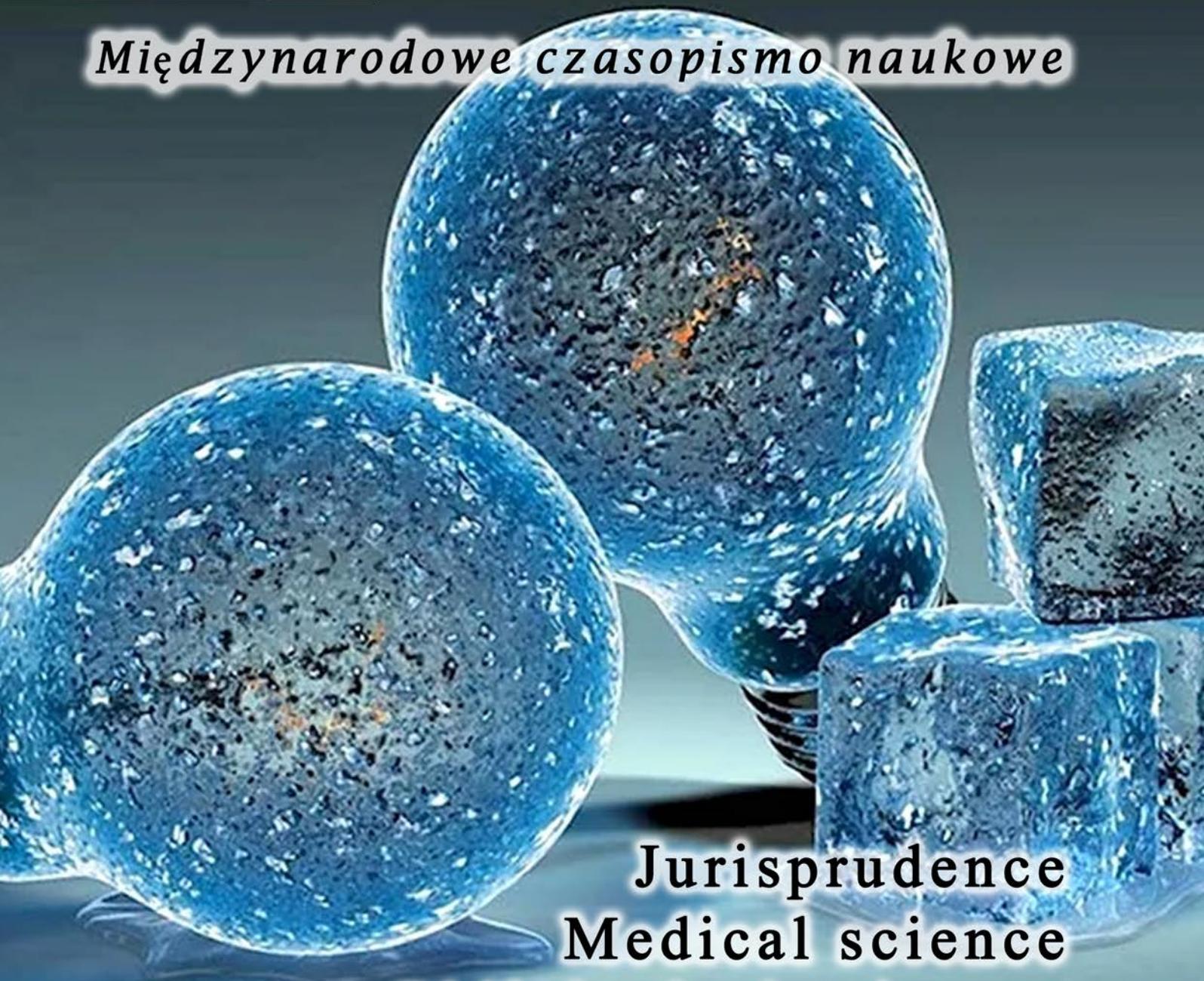




colloquium-journal

ISSN 2520-6990

Międzynarodowe czasopismo naukowe



**Jurisprudence
Medical science
Philological sciences
Pedagogical sciences**

№18(211) 2024



colloquium-journal

ISSN 2520-6990

ISSN 2520-2480

Colloquium-journal №18 (211), 2024

Część 1

(Warszawa, Polska)

Redaktor naczelny - **Paweł Nowak**
Ewa Kowalczyk

Rada naukowa

- **Dorota Dobija** - profesor i rachunkowości i zarządzania na uniwersytecie Koźmińskiego
- **Jemielniak Dariusz** - profesor dyrektor centrum naukowo-badawczego w zakresie organizacji i miejsc pracy, kierownik katedry zarządzania Międzynarodowego w Ku.
- **Mateusz Jabłoński** - politechnika Krakowska im. Tadeusza Kościuszki.
- **Henryka Danuta Stryczewska** – profesor, dziekan wydziału elektrotechniki i informatyki Politechniki Lubelskiej.
- **Bulakh Iryna Valerievna** - profesor nadzwyczajny w katedrze projektowania środowiska architektonicznego, Kijowski narodowy Uniwersytet budownictwa i architektury.
- **Leontiev Rudolf Georgievich** - doktor nauk ekonomicznych, profesor wyższej komisji atestacyjnej, główny naukowiec federalnego centrum badawczego chabarowska, dalekowschodni oddział rosyjskiej akademii nauk
- **Serebrennikova Anna Valerievna** - doktor prawa, profesor wydziału prawa karnego i kryminologii uniwersytetu Moskiewskiego M.V. Lomonosova, Rosja
- **Skopa Vitaliy Aleksandrovich** - doktor nauk historycznych, kierownik katedry filozofii i kulturoznawstwa
- **Pogrebnaya Yana Vsevolodovna** - doktor filologii, profesor nadzwyczajny, stawropolski państwowy Instytut pedagogiczny
- **Fanil Timeryanowicz Kuzbekov** - kandydat nauk historycznych, doktor nauk filologicznych. profesor, wydział Dziennikarstwa, Bashgosuniversitet
- **Aliyev Zakir Hussein oglu** - doctor of agricultural sciences, associate professor, professor of RAE academician RAPVHN and MAEP
- **Kanivets Alexander Vasilievich** - kandydat nauk technicznych, profesor nadzwyczajny Wydział Agroiżynierii i Transportu Drogowego, Państwowy Uniwersytet Rolniczy w Połtawie
- **Yavorska-Vitkovska Monika** - doktor edukacji, szkoła Kuyavsky-Pomorsk w bidgoszczu, dziekan nauk o filozofii i biologii; doktor edukacji, profesor
- **Chernyak Lev Pavlovich** - doktor nauk technicznych, profesor, katedra technologii chemicznej materiałów kompozytowych narodowy uniwersytet techniczny ukrainy „Politechnika w Kijowie”
- **Vorona-Slivinskaya Lyubov Grigoryevna** - doktor nauk ekonomicznych, profesor, St. Petersburg University of Management Technologia i ekonomia
- **Voskresenskaya Elena Vladimirovna** doktor prawa, kierownik Katedry Prawa Cywilnego i Ochrony Własności Intelektualnej w dziedzinie techniki, Politechnika im. Piotra Wielkiego w Sankt Petersburgu
- **Tengiz Magradze** - doktor filozofii w dziedzinie energetyki i elektrotechniki, Georgian Technical University, Tbilisi, Gruzja
- **Usta-Azizova Dilnoza Ahrarovna** - kandydat nauk pedagogicznych, profesor nadzwyczajny, Tashkent Pediatric Medical Institute, Uzbekistan
- **Oktay Salamov** - doktor filozofii w dziedzinie fizyki, honorowy doktor-profesor Międzynarodowej Akademii Ekoenergii, docent Wydziału Ekologii Azerbejdżańskiego Uniwersytetu Architektury i Budownictwa
- **Karakulov Fedor Andreevich** – researcher of the Department of Hydraulic Engineering and Hydraulics, federal state budgetary scientific institution "all-Russian research Institute of hydraulic Engineering and Melioration named after A. N. Kostyakov", Russia.
- **Askaryants Wiera Pietrowna** - Adiunkt w Katedrze Farmakologii, Fizjologia. Taszkencki Pediatryczny Instytut Medyczny. miasto Taszkent

    SlideShare



INDEX
INTERNATIONAL



COPERNICUS

НАУЧНАЯ ЭЛЕКТРОННАЯ
БИБЛИОТЕКА
LIBRARY.RU

«Colloquium-journal»

Wydawca «Interdruk» Poland, Warszawa

Annopol 4, 03-236

E-mail: info@colloquium-journal.org

<http://www.colloquium-journal.org/>

CONTENTS

PHILOLOGICAL SCIENCES

| | |
|--|----|
| Teyyubova N.R. EXPRESSION OF CONDITIONAL SEMANTICS IN SIMPLE SENTENCES IN THE AZERBAIJANI LANGUAGE | 4 |
| Тейюбова Н. Р. ВЫРАЖЕНИЕ УСЛОВНОЙ СЕМАНТИКИ ПРОСТЫМИ ПРЕДЛОЖЕНИЯМИ НА АЗЕРБАЙДЖАНСКОМ ЯЗЫКЕ | 4 |
| Sadigova K.R. ABOUT LEXICAL-SEMANTIC WORD GROUPS IN NORTH-WESTERN DIALECTS OF THE AZERBAIJANI LANGUAGE | 7 |
| Садигова К.Р. О ЛЕКСИКО-СЕМАНТИЧЕСКИХ ГРУППАХ СЛОВ В СЕВЕРО-ЗАПАДНЫХ ДИАЛЕКТАХ АЗЕРБАЙДЖАНСКОГО ЯЗЫКА | 7 |
| Karimova Kh. ЭПИЧЕСКОЕ МЫШЛЕНИЕ КОРЕИ И АЗЕРБАЙДЖАНСКИЙ ФОЛЬКЛОР | 11 |
| Керимова Х. KOREAN EPIC THOUGHT AND AZERBAIJANI FOLKLORE | 11 |
| Aliyeva R.A. COLORING OF SPEECH LABELS IN THE LANGUAGE OF IMAGES | 16 |
| Алиева Р.А. КОЛОРИТ РЕЧЕВОГО ЭТИКЕТА В ЯЗЫКЕ ОБРАЗОВ | 16 |
| Taghizada I.Q. ARTISTIC FEATURES OF STEPHEN CRANE'S PROSE | 20 |
| Фараджева А.А. «ПРОШЛЫЕ ДНИ» КАК ПРЕКРАСНЫЙ ОБРАЗЕЦ МЕМУАРНОЙ ЛИТЕРАТУРЫ | 25 |
| Farajova A.A. "THE PAST DAYS" AS A PERFECT EXAMPLE OF MEMOIR LITERATURE | 25 |

MEDICAL SCIENCE

| | |
|---|----|
| Imanov E.A., Mehmani I.G., Kalbiyeva N.A. FUNCTIONAL CHARACTERISTICS OF THE MASTICATORY AND TEMPORAL MUSCLES IN CHILDREN WITH DENTITION DEFECTS IN MIXED DENTITION | 28 |
| Kyrychuk K. S., Buryniuk- Hloviak Kh. P. HEMOLYTIC-URETIC SYNDROME CAUSED BY THE TOXIN OF SHIGA (LITERATURE REVIEW) | 30 |
| Ratsa V.V., Stavniichuk R.V., Stotska M.M., Yakubovskyi Yu.V. THE USE OF CYNARA SCOLYMUS FOR THE TREATMENT OF DISEASES OF THE HEPATOBILIARY SYSTEM | 32 |
| Chornenka Zh., Palibroda N., Yakovets K. TYPES, SYMPTOMS AND WAYS OF TREATING ACNE IN MODERN CONDITIONS | 34 |

JURISPRUDENCE

| | |
|---|----|
| Ivashchenko S.Ye., Sinkevich D.P., Kopylov E.V. ОКРЕМІ ПИТАННЯ НАУКОВОЇ РОЗРОБЛЕНОСТІ ПРОБЛЕМНИХ ПИТАНЬ ПРОКУРОРСЬКОГО НАГЛЯДУ ЗА ЗДІЙСНЕННЯМ ОПЕРАТИВНО РОЗШУКОВОЇ ДІЯЛЬНОСТІ ПІДРОЗДІЛАМИ НПУ В УМОВАХ ВОЄННОГО СТАНУ | 38 |
| Ivashchenko S.Ye., Sinkevich D.R., Kopylov E.V. SELECTED ISSUES OF SCIENTIFIC ELABORATION OF PROBLEMATIC ASPECTS OF PROSECUTORIAL SUPERVISION OVER THE OPERATIONAL AND SEARCH ACTIVITIES OF NPU UNITS UNDER MARTIAL LAW | 38 |

PEDAGOGICAL SCIENCES

Ибрагимов Ю. М.

РАЗВИТИЕ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА В УСЛОВИЯХ
ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ42

Ibragimov Yu.M.

DEVELOPMENT OF SOCIAL COMPETENCE IN PRIMARY SCHOOL CHILDREN IN AN INCLUSIVE EDUCATION
ENVIRONMENT42

Ибрагимов Ю. М.

МЕТОДЫ И ФОРМЫ ВОСПИТАТЕЛЬНОЙ РАБОТЫ С ПОДРОСТКАМИ, СКЛОННЫМИ К ДЕВИАНТНОМУ
ПОВЕДЕНИЮ44

Ibragimov Yu.M.

METHODS AND FORMS OF EDUCATIONAL WORK WITH TEENS PROPOSED TO DEVIANT BEHAVIOR.....44

Ибрагимов Ю. М.

ВЛИЯНИЕ СЕМЕЙНОГО ВОСПИТАНИЯ НА ФОРМИРОВАНИЕ СОЦИАЛЬНЫХ НАВЫКОВ У ДОШКОЛЬНИКОВ 46

Ibragimov Yu.M.

THE INFLUENCE OF FAMILY EDUCATION ON THE FORMATION OF SOCIAL SKILLS IN PRESCHOOL CHILDREN46

Ибрагимов Ю. М.

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ ПОДДЕРЖКА ДЕТЕЙ-СИРОТ В УЧРЕЖДЕНИЯХ ИНТЕРНАТНОГО ТИПА48

Ibragimov Yu.M.

SOCIAL AND PEDAGOGICAL SUPPORT FOR ORPHANS IN BOARDING INSTITUTIONS48

Ибрагимов Ю. М.

ИСПОЛЬЗОВАНИЕ АРТ-ТЕРАПИИ В РАБОТЕ С ДЕТЬМИ ИЗ НЕБЛАГОПОЛУЧНЫХ СЕМЕЙ.....50

Ibragimov Yu.M.

USING ART THERAPY IN WORKING WITH CHILDREN FROM DISADVANTAGED FAMILIES50

PHILOLOGICAL SCIENCES

УДК 81'38; 801.6; 808

Nazlixanim Rauf gizi Teyyubova

Baku State University

Baku, Azerbaijan

<https://doi.org/10.5281/zenodo.13254236>

EXPRESSION OF CONDITIONAL SEMANTICS IN SIMPLE SENTENCES IN THE AZERBAIJANI LANGUAGE

Назлыханум Рауф гызы Тейубова

Бакинский Государственный Университет

Баку Азербайджан

ВЫРАЖЕНИЕ УСЛОВНОЙ СЕМАНТИКИ ПРОСТЫМИ ПРЕДЛОЖЕНИЯМИ НА АЗЕРБАЙДЖАНСКОМ ЯЗЫКЕ

Abstract.

In the Azerbaijani language, the condition sets up a separate functional-semantic field. The analysis of simple sentences in the peripheral zone of the field of functional-semantic conditionality is of special interest. The study deals with the analysis of the meaning of the condition the has implicitly been expressed in simple sentences on the basis of examples. In the Azerbaijani language, the main means of expressing conditionality are conditional clauses. Nevertheless, simple sentences are one of the means for expressing the conditional meaning in the Azerbaijani language. In traditional linguistics, the study of conditional semantics in simple sentences has often been neglected by researchers. Lack of linguistic researching in this direction increases the relevance of the topic. In simple sentences, the conditional meaning is expressed with the help of various methods. In the article, some of these means of expression are thoroughly analyzed. The non-finite forms of the verb are also analyzed as means of expressing conditional semantics. In order to justify our opinion, necessary examples and comments on these examples are included in the article. The analysis showed that conditional semantics are not directly expressed in these sentences and when these types of constructions are converted into a complex sentence, the conditional meaning is more clearly visible.

Аннотация.

В азербайджанском языке условие представляет собой отдельное функционально-семантическое поле. Особый интерес представляет анализ простых предложений в периферийной зоне поля функционально-семантической условности. Темой исследования является анализ значения условия, имплицитно выраженного в простых предложениях, на основе примеров. Основным средством выражения условного значения в азербайджанском языке являются условные предложения. Тем не менее, простые предложения являются одним из средств выражения условного значения в азербайджанском языке. В традиционной лингвистике изучение условной семантики простых предложений часто игнорируется исследователями. Отсутствие лингвистических исследований в этом направлении повышает актуальность темы. В простых предложениях условное значение выражается с помощью различных средств. В статье подробно анализируются некоторые из этих средств выразительности. Неклассифицированные формы глагола также включены в анализ как средства выражения условной семантики. Для обоснования нашего мнения в статье приведены необходимые примеры и комментарии к этим примерам. Анализ показал, что условная семантика в этих предложениях непосредственно не выражена, а при преобразовании данных типов конструкций в сложноподчиненное предложение условный смысл проявляется более отчетливо.

Key words: *the Azerbaijani language, conditionality, functional-semantic conditional field, conditional constructions, simple sentence*

Ключевые слова: *азербайджанский язык, условность, функционально-семантическое условное поле, условные конструкции, простое предложение*

Today, in linguistics, a field approach is used to analyze different language phenomena. So what is the concept of functional-semantic field? A.V.Bondarko identifies the functional-semantic field as “a two-way (content - formal) union formed by the grammatical (morphological and syntactic) means of a certain language and the lexical, lexical-grammatical and word-creative elements of the same semantic field associated with them”. [13, p.40]. The understanding of

the objective world that surrounds us is often associated with the concept of condition. In the language, the presence of a number of language tools in the conditionality and the presence of a system in which they are combined according to their semantic-functional characteristics allows to analyze the condition as a functional-semantic field. The issue of structuring the center of the

field of functional-semantic conditionality and the constituents that make up this field is certainly of interest in the Azerbaijani language.

Each language has its unique field model, that is, the field of conditionality is formed in different languages through the help of different linguistic means. Thus, the field of conditionality in language consists of tools belonging to different levels of the language with conditional semantics. All of them serve the same semantic function - the expression of conditional meaning in language. Note that these means of expression sometimes together and sometimes separately create conditional semantics. These means of expression belonging to all levels of the language, of course, do not express this meaning equally. Therefore, sentences with conditional semantics have different positions in the field of functional-semantic conditionality. In other words, some language units are specialized, while others depend on context and situation. Thus, some of the field's constituents are located in the core and others in the periphery. Conditional meaning is firstly expressed by the affix *-sa / -sə* as an indicator of the conditional form of the verb in the Azerbaijani language. However, contextual-situational means in the language also play an important role in order to express conditional semantics. Constructions with dual semantics are in the near periphery of the field, and constructions with fewer signs of the condition take place in the far periphery. Thus, it is possible to group various means belonging to the far periphery of the field of functional-semantic conditionality in the Azerbaijani language. Additional shades of meaning arise when these tools express conditional meaning.

One of the most convenient constructions for conveying ideas clearly and concisely in speech are simple sentences. In many languages, simple sentences expressing conditional semantics constitute the far periphery of the domain. Because these sentences, which form the periphery of the field of functional-semantic conditionality, are not as effective as other elements in the expression of conditional meaning. However, here the word or phrase expressing conditional semantics only indicates the condition, gets close to it. Thus, in simple sentences, the condition can be expressed only from the semantic side, and from the formal point of view, it does not meet the requirements of conditionality [4, p.10] Conditional semantics in simple sentences manifests itself more secretly, and many linguistic facts help it in this work.

In the language the conditional meaning can also be expressed by lexical means. They are used in simple sentences and perform the function of grammatical indicators of conditionality and express different shades of meaning of conditionality. We believe that such combinations as *under normal conditions, in another place or another time, otherwise (... in case), otherwise* are like this:

Başqa yerdə ağzınızdan söz qaçırmayasız ha! – You can't miss a word anywhere else! [5, p.136] Həqiqət olmadığı halda mənim haqqımda yazılanlara əhəmiyyət vermərəm. – I don't care what is written about me unless it's the truth [colloquial speech].

With the help of the lexical means mentioned in the above sentences, the meaning of the condition is secretly expressed. That is, these lexical tools used in a simple sentence express the conditional semantics

indirectly, not directly. For example, it is possible to transform the first sentence into the form *"If there is another place, you won't miss a word."*

In some cases, it is possible to see that adjectives define nouns and condition the execution of the action in the sentence. In this case, in addition to having a defining function, the adjective also contains nuances of distinction and condition. For example: *Ah, knyaz, bilirsiniz ki, namuslu adam heç vaxt bu dərəcədə alçaqlıq eləməz! – Ah, Kniaz, you know that an honest man would never commit such a disgrace!* [6, p.237] The meaning of the condition is more clearly visible when the mentioned sentence is converted into a complex sentence: *Namuslu adam olsa, heç vaxt bu dərəcədə alçaqlıq eləməz! – If he is an honest person, he would never commit such a disgrace!*

One of the constituents of the periphery of the field of functional-semantic conditionality is the suffix *-siz*⁴. If you transform the simple sentences with these suffixes in the appropriate way, the shades of the condition become clearer in them:

Kənddə bir toy, bir məclis onsuz keçmirdi. – In the village, a wedding, a party was not complete without him [8, p.154]. Təqsirsiz heç kəsi aparmazlar. – They don't take anyone who is innocent [3, p.264].

Of course, the conditional meaning is not very prominent in these sentences either. If these sentences are converted into conditional clauses, the conditional meaning will be more prominent. For example, *"Kənddə o olmasa, bir toy və məclis keçmirdi – If he is not in the village, no wedding or party did not take place"*. In other words, "he" must be present for the "meeting to take place". Otherwise, the meeting will not take place.

One of the main ways to express conditional semantics in simple sentences are the non-finite forms of the verb. In Azerbaijani linguistics, it is known that the non-finite forms of verbs do not change according to person and quantity and therefore often attract the attention of linguists. In the literature of linguistics, there has not been a unified view of the non-finite forms of the verb. These constructions are interpreted differently by linguists: some analyze them in a simple sentence system, others as an aspect of some kind of complex sentence. Currently, sentences with these verb forms are considered simple sentences in Azerbaijani linguistics. The non-finite forms of the verb are formed by adding certain suffixes to the root or base of the verb. In Azerbaijani linguistics, infinitives, verb adjectives, and verb conjunctions belong to the non-finite forms of the verb.

Conditional semantics in a simple sentence is created through an infinitive. Let's pay attention to the following sentences:

Öz bədbəxtliyinlə barışmaq, bəlkə də, səni ən bədbəxt yox, nisbətən xoşbəxt edir – Reconciling with your unhappiness makes you relatively happy, not the most unhappy... [5, p.104] O işdən ötrü, xanım, dua yazmaq yaramaz – Because of that work, madam, it is not enough to write a prayer [8, p.39].

We can think of this sentence as *"Ma'am, if you write a prayer for that job, it won't work."* In this sentence, of course, the news should be expressed in the future tense. If the news is processed in the past tense, then it will not be possible to convert the condition into a conditional clause. Because it is difficult to talk about the condition of an already finished action.

We can also see the conditional content in the sentences with the verbal adjectives from the non-finite forms of the verb. For example:

Mənə qulaq asmayan xeyir tapmaz, bala – Who does not listen to me will not do well [8, p.87]. Şəxsiyyət, vicdan azadlığı olmayan yerdə hansı həyatdan danışmaq olar? – What kind of life can we talk about where there is no freedom of personality and conscience? [6, p.238] Sevənlər bitərəf adamlar kimi danışa bilməzlər – Lovers cannot speak like neutral people [6, p.47].

It is true that the conditional meaning in these sentences is not as prominent as in complex sentences. If in the first parts of the above sentences make certain changes, structurally combined simple sentences will have conditional shades due to changes in their structure.

One of the non-finite forms of the verb in the Azerbaijani language is the verb conjugation. Verb conjugation in Azerbaijani language has quite a lot of morphological indicators. It is known that verb conjugation in the language explain the predicate in a sentence in different ways. Verb conjugation also implicitly state the condition of the predicate. In all cases, expressing the conditional meaning is not the main function of such sentences, but a derivative function. That is, in such sentences, the first meaning expressed by the verb conjugation suffixes is the main one, while the conditional meaning is considered derivative. Morphological indicators of the verb conjugation *-madan², -anda², -mamis², -digca⁴, -ınca⁴* serve to create a certain shade of condition in the sentence:

Ona yedikcə çörək verərəm, geydikcə paltar verərəm. – I will give him bread as he eats, and clothes as he wears [7, p.448]. Ancaq müharibə olanda sahibi bu möcüzəli atı minir – However, when there is a war, the owner rides this wonderful horse [10, p.35]. Ağsa, səbr eylə, hələ vaxta var və bizə növbə yetişməmiş biletlər verməzlər – Sir, be patient, there is still time and they won't give us tickets before the line is up [7, p.128]. Ona görə də onun sözünün, vədələrini dürüst olmasını yaqin eləməyincə onları kənd seçkisinə yavuş qoymaq olmaz – Therefore, they should not be allowed to participate in the village election until we make sure that their words and promises are honest [8, p.466].

As can be seen from the examples, verb conjugations formed with the help of these suffixes first indicate time. We know that verb conjunctions not only indicate the time of execution of the main verb in the sentence, but also the manner, reason, situation and duration. However, we can see that the verb bindings, which we claim to have a conditional meaning, mostly determine the tense of the main verb in those sentences. This is also proved by the presence of the time meaning in the mentioned sentences along with the conditional meaning. When these constructions turn into conditional clauses, the conditional meaning becomes more prominent. As can be seen, verb conjugation suffixes are widely used as indicators of conditional semantics in simple sentences. The fact that verb

conjugations have an independent subject also makes it easier to turn them into complex sentences.

The relevance of simple sentences to the field of functional-semantic conditionality can be determined by their transformation into complex sentences. As a result of simple structure sentences becoming complex sentence structure again, conditional content shows itself more clearly. In this case, the complete non-change of the meaning is due to the fact that the transformation event does not affect the general meaning of the sentence. Thus, by turning a simple sentence into a complex sentence, it is possible to determine how semantically its components are related to each other.

The analysis showed that these mentioned tools play an important role in implicitly expressing conditional semantics in simple sentences. We should note that the expression of the meaning of the condition in simple sentences is mainly stylistic. In the Azerbaijani language, the condition can be expressed with its full meaning only in complex sentences. Therefore, the means of expression mentioned in the article constitute the far periphery of the field of functional-semantic conventionality.

References

1. Abdullayev, Ə. Müasir Azərbaycan Dili. Sintaksis / Y. Seyidov, A. Həsənov – Bakı: Şərq-Qərb, – IV hissə. – 2007. – 422 s.
2. Abdullayev, Ə.Z. Müasir Azərbaycan dilində tabeli mürəkkəb cümlələr / Ə.Z. Abdullayev. – Bakı: Maarif, – 1974. – 420 s.
3. Anar. Əsərlər. [VII cilddə] / Anar. – Bakı: Nurlan, – c. 1. – 2003. – 578 s.
4. Cabbarlı, C. Əsərləri: [4 cilddə] / C. Cabbarlı. – Bakı: Şərq-Qərb, – c. 2. – 2005. – 360 s.
5. Elçin. Seçilmiş əsərləri: [10 cilddə] / Elçin. – Bakı: Çinar-Çap, – c. 3. – 2005. – 590 s.
6. Əfəndiyev, İ. Seçilmiş əsərləri: [3 cilddə] / İ. Əfəndiyev. – Bakı: Avrasiya press, – c. 2. – 2005. – 336 s.
7. Haqverdiyev, Ə. Seçilmiş əsərləri: [2 cilddə] / Ə. Haqverdiyev – Bakı: Lider, – c. 1. – 2005. – 504 s.
8. Haqverdiyev, Ə. Seçilmiş əsərləri: [2 cilddə] / Ə. Haqverdiyev – Bakı: Lider, – c. 2. – 2005. – 408 s.
9. Hüseynzadə, M. Müasir Azərbaycan dili. Morfologiya: [4 cilddə] / M.Hüseynzadə. – Bakı: Şərq-Qərb, – c. 3. – 2007. – 280 s.
10. Qurban Səid. Əli və Nino / Qurban Səid. – Bakı: Şərq və Qərb, – 2006. – 208 s.
11. Rüstəmханlı, S. Astar (roman və hekayələr) / S. Rüstəmханlı. – Bakı: Qanun, 2018. – 408 s.
12. Şıxlı İ. Seçilmiş əsərləri: [2 cilddə] / İ. Şıxlı. – Bakı: Şərq-Qərb, – c. 1. – 2005. – 408 s.
13. Бондарко, А.В. Принципы функциональной грамматики и вопросы аспектологии / А.В. Бондарко. – Москва: Эдиториал УРСС, – 2001. – 208 с.
14. Гасымов, И. З. Синтаксические средства выражения категории условия в современном азербайджанском языке: / диссертация на соискание ученой степени кандидата филологических наук / – Баку, 1984. – 139 с.

Sadigova Konul Rashid gizi
Institute of Linguistics named after Nasimi
National Academy of Sciences of Azerbaijan
<https://doi.org/10.5281/zenodo.13254438>

ABOUT LEXICAL-SEMANTIC WORD GROUPS IN NORTH-WESTERN DIALECTS OF THE AZERBAIJANI LANGUAGE

Садигова Кёнуль Рашид кызы
Национальная Академия Наук Азербайджана
Институт Языкознания имени Насими

О ЛЕКСИКО-СЕМАНТИЧЕСКИХ ГРУППАХ СЛОВ В СЕВЕРО-ЗАПАДНЫХ ДИАЛЕКТАХ АЗЕРБАЙДЖАНСКОГО ЯЗЫКА

Abstract.

In this article, the lexical-semantic word groups in the dialects of the North-West region were systematically investigated. On the basis of the lexical units in the regional dialects, polysemous words, homonyms, synonyms, and antonyms were studied from a theoretical point of view, and information was provided about the linguistic relations between those word groups.

Changes in meaning, i.e. polysemanticity, are mainly characteristic of nouns, adjectives, and verbs. The shades of meaning of polysemous adjectives used in regional dialects are realized either within word combinations or in the speech situation; it is even possible to come across adjectives in our dialects where the boundaries between meaning relationships are difficult to define.

In addition to homonyms of the same origin formed as a result of the semantic transformation of polysemous words in the vocabulary of North-western dialects, there are a large number of semantically unrelated lexical units of different origins based on random sound matching. Homonyms are classified in different groups according to the fact that they consist of borrowed words or words of Turkic origin, according to their grammatical meaning, lexical-grammatical and mixed homonyms are distinguished from homonyms belonging to the same part of speech.

Absolute and relative synonyms in Northwest dialects were investigated. The morphological structure of the words in the synonymy series is simple, derivative or complex, whether the origin is national or borrowed, is an indicator of the formation of synonyms used in our dialects in different forms.

In Northwest dialects, adjectives, numbers and verbs, and even phraseological units can be used as antonyms. In the lexical composition of regional dialects, it is possible to observe antonyms that differ according to their origin and morphological structure.

Both in the literary language and in the dialect, there are opposite-meaning words that, unlike antonyms, have the same phonetic composition as homonyms and polysemous words. The fact that the same phonetic composition is a member of the polysemantic, homonymous, synonymous and antonymous pair, which is functional in regional dialects as well as in the literary language, reflects the relationship between lexical-semantic categories.

Аннотация.

В данной статье систематически исследованы лексико-семантические группы слов в говорах Северо-Западного региона. На основе лексических единиц региональных диалектов с теоретической точки зрения изучены многозначные слова, омонимы, синонимы и антонимы, а также даны сведения о языковых отношениях между этими группами слов.

Изменения значения, т. е. многозначность, свойственны главным образом существительным, прилагательным и глаголам. Оттенки значения многозначных прилагательных, употребляемых в региональных диалектах, реализуются либо в составе словосочетаний, либо в речевой ситуации; в наших диалектах можно даже встретить прилагательные, в которых границы между смысловыми отношениями определить трудно.

Помимо омонимов одного происхождения, образовавшихся в результате семантической трансформации многозначных слов, в лексике северо-западных говоров имеется большое количество семантически не связанных друг с другом лексических единиц разного происхождения, основанных на случайном сопоставлении звуков. Омонимы классифицируются в разные группы в зависимости от того, состоят ли они из заимствованных слов или слов тюркского происхождения, по грамматическому значению от омонимов, принадлежащих к одной и той же части речи, выделяют лексико-грамматические и смешанные омонимы.

Исследованы абсолютные и относительные синонимы в диалектах Северо-Запада. Морфологическая структура слов в синонимическом ряду простая, производная или сложная, независимо от того, является ли происхождение национальным или заимствованным, является показателем формирования синонимов, употребляемых в наших диалектах в разных формах.

В северо-западных диалектах в качестве антонимов могут использоваться прилагательные, числа и глаголы, и даже фразеологизмы. В лексическом составе региональных диалектов можно наблюдать антонимы, различающиеся по происхождению и морфологической структуре.

Как в литературном языке, так и в диалекте существуют слова противоположного значения, которые, в отличие от антонимов, имеют тот же фонетический состав, что и омонимы, и многозначные слова. Тот факт, что один и тот же фонетический состав входит в многозначную, омонимическую, синонимическую и антонимическую пару, функциональную как в региональных диалектах, так и в литературном языке, отражает соотношение между лексико-семантическими категориями.

Key words: *dialects of the northwestern region, lexical-semantic word groups, polysemous words, mixed homonyms, absolute synonyms, enantiosemy*

Ключевые слова: *диалекты северо-западного региона, лексико-семантические группы слов, многозначные слова, смешанные омонимы, абсолютные синонимы, энантиосемия.*

The lexicon of the dialects of the north-western region of the Azerbaijani language is selected for a number of specific features. As we say northwest dialects, here we mean the dialects of the Sheki, Oguz, Zagatala, Gakh and Balakan regions of the Republic of Azerbaijan. Polysyllabic words, homonyms, synonyms and antonyms occupy a certain place in the lexical composition of the dialects of the northwestern region of Azerbaijan.

In North-Western dialects, most of the polysemous words consist of nouns, and they are polysemous based on metaphors, metonymy, and synecdoche.

Bebe (Sheki) - 1. baby, child; 2. doll. - *Bəbə öymüzə gələnən sor:a heç rahatdığımız qalmıytdə (- After the baby arrives in our home, we do not find comfort. - Anan gəlincən bəbələrinnən oyniyərsən (Play with your dolls until mommy comes).* The nominative meaning of the word is "baby". The characteristic of baby, first of all, is that it is very small. This sign take on a metaphorical meaning through metaphorical transfer and led to the emergence of the meaning of "doll".

Metonymies differ from metaphors because the transfer of meaning occurs not on the basis of similarity, but on the basis of temporal and spatial relationships. When the transfer of metonymy is related to the place, the polysemantic word includes both the name of the place and the population living temporarily or permanently in that place, that is, its "content". Ex.: oymakh (Sheki, Oguz.) - 1. generation, tribe; 2. hamlet, village; tabin (Zagatala, Qakh, Balakan) - 1. tribe, generation; 2. neighborhood. In north-western dialects, metonymy is mainly formed on the basis of spatial relations [6, p.72].

Sibyl (Zagatala, Balakan) is a multi-meaning word used in the meanings of "corner" and "cornerstone". As H. Hasanov showed, "here the same word expressed the whole or a part of the whole", resulting in a synecdoche [2, p.39]: mujur (Zagatala, Qakh) - 1. one-year-old male goat kid; 2. a goat that goes ahead of the herd (Zagatala). Synecdoche forming from the use of a common word for a particular item is more commonly found in northwestern dialect: sirt - 1. peak (Oguz, Qakh); 2. hill (Sheki, Zagatala, Qakh); 3. uphill (Zagatala); 4. a head or a tall part of anything (Sheki, Oguz).

One of the main parts of speech, the polysemy of an adjective depends on the meaning types of it and the nouns it belongs to, and the relationships of both parts of speech. These relationships lead to the realization of the shades of meaning of adjectives either within a word combination or within a speech situation. In most

cases, adjectives denoting volume, size, and taste are ambiguous within a word combination. From this point of view, the polysemous adjectives used in the north-western dialects can be systematized as follows:

1. Multiple-meaning adjectives with shades of meaning within the word combination: Shidırgı (Sheki) - 1. non-stop, fast (dance); 2. continuous, heavy (rain). This ambiguous word is used in the sense of "non-stop, fast" when connected with the noun dance, and "continuous, strong" when connected with the noun rain.

2. Multiple-meaning adjectives realized in the speech situation. This group of polysemous words includes adjectives that are capable of expressing certain nuances of meaning either literally or figuratively under the influence of different grammatical categories: Hompolov (Zagatala) - 1. big-bellied. - *Hompolov adam ağır yerişər (A big-bellied person walks heavily);* 2. greedy. - *İlyas tamahkar olduğu üçün onu mağazadan qovutdular (Ilyas was kicked out of the store because he was greedy).*

3. Adjectives where the boundaries between meaning relationships are difficult to define: The closeness between the nominative meaning of polysemous words and the derived meanings sometimes reaches such a level that it is not easy to notice the difference between the shades of meaning of the adjectives connected with any noun within a word combination or sentence. Ex.: Otucu (Sheki) - 1. knowledgeable, omniscient; 2. clever, cunning. Jafar is a very cunning child (1, p.383).

Quite a number of polysemous verbs have been recorded in North-Western dialects [3, p.66]. Poralmıx (Sheki - Kishlaq) - 1. to change the state; 2. to deteriorate (of the weather). According to A.G.Alekbarov, "In order to objectively determine the separate meanings of a polysemous verb, first of all, it is necessary to reveal the categorical-semantic content of both the verb and the nouns that make up its configurational scope in interaction". The shades of meaning of the verb *poralmıx* are realized in its relationship with animate and inanimate nouns. So, this polysemous word means "to change the state" when used with specific nouns that denote the human concept in the first sense. *Poralmıx* is associated with inanimate nouns denoting abstract concepts in the second sense.

One of the main parts of speech is the style of adverbs-movement, time, place, quantity, etc. There are different types of meaning. From this point of view, the options included in the structure of ambiguous adverbs have different semantics. Shurullayı (Og.) - 1. in vain; 2. vagabond. - *Şurullayı geyif özün qayutdn (- You left in vain and came back yourself); - O, şurullayının bi-*

ridi (- *He is one of the vagabonds*) (1, p.475). *Shurullayi* is one of the adverbs expressing the manner of movement. But we should also remind that adverbs and adjectives can overlap in terms of different types of meaning, that is, "*cases of crossing or crossing with other parts of speech can also appear*" [3, p.162].

From this point of view, *shurullai*, which is an adverb of manner-action, is a typical example from the lexical-semantic point of view.

So, lexical-semantic word groups form a system and in all cases are related to each other.

Although homonyms have the same sound composition as polysemous words, they express completely different meanings, belong to the same or different parts of speech, and differ in origin.

Homonyms can be grouped into two main groups according to their origin:

1. Homonyms formed when one of the meanings of polysemous words deviates from its meaning and acquires a direct meaning: *Balba I* (Sheki, Oğuz, Zagatala) // *balva I* (Sheki) - the name of an edible wild plant. *Balba II* (Sheki, Zagatala, Qakh) // *balva II* - "a dish prepared from *balva* plant, various herbs, rice, eggs, oil". The semantic process (homonymization) related to the breaking up of ambiguous words and acquiring a completely new, independent meaning or content is manifested on the basis of the above examples: "*plant*" called *balba*, *balva*, and "*food made from that plant*" express concepts that have a certain affinity, and those homonyms confirms the same origin.

2. Lexical homonyms of different origins based on random sound matching: *Hil I* – a necklace worn by women around their necks. *Hil II* (Sheki) -lie, trick. There is no semantic affinity between these homonyms, which are numerous in regional dialects.

The homonyms used in the dialects of the north-western region consist of words of Turkish origin or borrowed words: *Tabun I* (Balakan) - village. *Tabun II* (Qakh) - herd of horses. According to M.Shiraliyev, the word used in the Kazakh language was transferred to the Russian language from the Turkish languages and means "herd of horses" [4, p. 318].

Homonyms, like all borrowed words, regardless of whether they are used in literary language or dialects, are sometimes subject to phonetic and grammatical changes, and sometimes such words do not follow a graphic, grammatical assimilation or change process: *Uruf I* (Sheki) - a moment in a short time frame, minute. *Uruf II* (Sheki) means "soul". *Uruf* is of Arabic origin and one of the homonyms formed due to phonetic phenomena in borrowed words [5, p.113].

Since homonymization refers to the same and different parts of speech, the homonyms used in dialects of the northwestern region are grouped as lexical, lexical-grammatical, and mixed homonyms. Unlike lexical homonyms, lexical-grammatical homonyms belong to two different parts of speech: *Dumba I* (Sheki) - short <man>. *Dumba II* (Sheki) - hill. It is possible to come across mixed homonyms related to at least three parts of speech in the vocabulary of northwestern dialects: *Tap I* (Sheki, Qakh) - crushed (fruit). *Tap II* (Oğuz) – flat. *Tap III* (Qakh) - a small plain in a hilly place.

The origin of the vocabulary of dialects of the North-West region (Turk origin and borrowing), whether they belong to the same or different parts of speech (lexical, lexical-grammatical, mixed), structural types (simple; derivative; compound), semantic division of polysemous words or it is rich in homonyms that differ in terms of their formation as a result of random sound matching.

Synonyms, which are one of the lexical-semantic word groups, are words that differ in phonetic form and close in meaning. Synonyms are divided into two groups: absolute synonyms; relative synonyms. Absolute synonyms express a certain concept both outside and within the text. Only words that are used in a close sense according to the text are relative synonyms: *Pompur* "curly hair" - *sholduman* (Balakan) "his hair is disheveled, his hair is messy" - are synonyms that express a relative meaning in this sense.

Basically, the main parts of speech such as noun, adjective, verb, adverb can form a synonymic row. In the north-western dialects of the Azerbaijani language, the synonymy of nouns is more common than in the literary language. The fact that the words in this line of synonyms are simple in terms of structure, modified or complex, national or borrowed in terms of origin are indicators of the formation of synonyms in different ways.

In the synonymy of verbs, both their lexical meaning types, morphological-grammatical characteristics and their relationship with words from other parts of speech play an important role. The synonyms of *dishamax* "to sharpen toothed cutting tools (saw, sickle, etc.)" - *khartdamax* "to sharpen with a stone" are mainly used in the dialect of Sheki region.

Polysemantic words and homonyms play a role in the creation of synonymous. Ex.: *curumbul* - 1. without clothes; 2. without shell (walnuts, hazelnuts). With the second meaning of the word *curumbul*, the word *cvrikh* can form a synonym: *cvrikh* (Zagatala) "without shell (walnut, hazelnut, chestnut)" - *curumbul* (Oğuz, Qakh) - "without shell (walnuts, hazelnuts)". *Curumbul* is also the name of a "type of plum" in the dialect of Oghuz region, it is used as homonyms with the lexical unit *curumbul* meaning "shellless (nut, hazelnut)": *Curumbul I* (Oğuz) - the name of a type of plum. *Curumbul II* (Oğuz, Qakh) - 1. without clothes; 2. without shell (walnuts, hazelnuts).

In addition, it is also possible to come across synonymous lines in regional dialects with simplified word forms of complex words: *Jirafe* "skinny" - *quirax* "small, small, small" - *leshgi* (Sheki) "lean, thin".

Synonyms formed by cacophemism express any meaning in a vulgar and rude way and sometimes include not one but several members of the line: *Bogmalanmax* "to eat" - *poshelalak* "to eat, to eat often without chewing well" - *lombalamax* (Oğuz) "eating a lot and in a hurry".

The synonyms created in connection with euphemism affect the softening of the meaning and content and the increase of synonyms: *Isdatmax* (Sheki) "to beat, crush (a person)" - *dalashmax* "to fight".

Antonyms from lexical-semantic word groups are also encountered in the dialects of the northwestern region of the Azerbaijani language. Antonyms are words with opposite meanings.

A characteristic feature of antonyms is not only their opposite meaning, but also their expression with different phonetic forms and unrelated root morphemes. For example: words such as *anjari* (Sheki) "beautiful, handsome" and *anjarsiz* (Sheki) "ugly" used in regional dialects cannot be considered as lexical antonyms.

Alacalı (Sheki) "colorful" - *siyato*: (Sheki) "unicolor"; The completeness and incompleteness of the contradiction manifests itself in antonymous combinations such as *alacalı* (Sheki) "colorful" - *aghjavaz* (Sheki) "white".

Antonyms are classified into 3 groups according to their structure: E.g.: from the antonyms used in North-Western dialects, *ulkerdoğan* (Oguz) "beginning of autumn" - *ulkerbatan* (Oguz) "end of autumn" is a complex antonym.

Antonyms also differ in origin. It is also possible to come across antonyms in the vocabulary of North-Western dialects, which differ in their origin and consist of borrowed and Turkish words. *Ertedan* // *ertedan* (Sheki) "early in the morning, early morning, dawn" - (Sheki, Oguz, Zagatala, Qakh) "evening, sunset time". The word "morning" is used in the ancient Turkish written monuments in the phonetic form "ir" meaning "morning, tomorrow".

Since the concepts expressed by the antonyms cover a person's work activity, lifestyle, and spiritual world, it is possible to group them according to the types of meaning:

1. Antonyms expressing concepts related to a person's work activity: *ajgeyin* (Sheki) "unemployed" - *başıdunukh* (Sheki) "head confused, busy".
2. Antonyms such as *curcur* (Qakh) "clear" - *gimil* (Qakh) "blurred" express concepts related to natural phenomena.
3. Antonyms expressing concepts related to time: *imsek* (Zagatala, Balakan) "morning, sunrise time" - *ilkindi* (Sheki, Oguz, Zagatala, Qakh) "evening, sunset time".
4. Antonyms denoting quality: *khircha* // *khirqa* "untidy" - *uzdan* (Zagatala) "clean, tidy".
5. Antonyms denoting situations: *oqalmax* (Zagatala, Qakh) "to recover" - *nachaxlamax* (Zagatala) "to get sick"; *avshatmax* (Qakh) "to break one's heart" - *eyrishmakh* (Qakh) "to flatter".

One or both of the words forming antonym pairs can be homonyms: *Ornach* (Qakh) "tall" - *ganda* (Qakh, Balakan) "short". The word *ganda*, which means "short" and is used in the dialects of Gakh and Balakan districts, is an antonym equivalent of the lexical unit *ornach* meaning "tall" and is also a homonym. *Ganda I* (Guba, Derbent, Khachmaz) "old buffalo. *Ganda II* (Davachi) "where".

All antonym lines must be in the same pattern from a grammatical point of view. However, there are

words in our language that are considered common words for several parts of speech. Those words having the same phonetic form and lexical meaning are used both as nouns and adverbs or as both numbers and adverbs. In order to determine which part of speech these words belong to, it is important to take into account the object or action they define, and their position in the sentence. The following antonym pairs in regional dialects differ from the main parts of speech in that they belong to the noun and adverb: *Obash* (Sheki, Zagatala) "from dawn, early" - *ilkindi* (Sheki, Oguz, Zagatala, Qakh) "evening, sunset" time".

Compared to the main parts of speech such as nouns, verbs, and adverbs, in North-western dialects, antonym pairs expressed by adjectives are dominant in terms of quantity: *dishdeme* (Sheki) "unsweetened" - *salma* (Sheki) "sweet"; *zolatay* (Qakh, Balakan) "big, huge" - *carcur* (Balakan) "small".

At the same time, antonym pairs consisting of verbs and constituents of phraseological combinations are also interesting. *Oqalmax* (Zagatala, Qakh) "to recover" - *nachaxlamakh* (Zagatala) "to get sick", *mariz tuşk* (Qakh) "to be an enemy" - *mayil durmak* (Qakh) "to take sides".

In contrast to antonyms in regional dialects, opposite words with the same phonetic composition enantiosemes are found: *Düşünüşmak* (Sheki) "to contradict each other"; It is enantiosemya in the meaning of "to match". Such enantiosemes used in the literary language and dialects of Azerbaijan are a manifestation of the relations between synonyms - homonyms - antonyms, which are word groups of form and content within the same system, regardless of whether they are studied as an antonymic or homonymic event.

References

1. Azərbaycan dilinin dialektoloji lüğəti // Dialectological dictionary of the Azerbaijani language. – Baku: East-West, 2007, – 568 p.
2. Həsənov H.Ə. Müasir Azərbaycan dilinin leksikası // Hasanov H.A. Lexicon of the modern Azerbaijani language. – Baku: Education, – 1987, – 308 p.
3. Müasir Azərbaycan dilinin semasiologiyası (oçerklər) // Semasiology of the modern Azerbaijani language. – Baku: Science, – 1985, – 244 p.
4. Şirəliyev, M. Azərbaycan dialektologiyasının əsasları // Shiraliyev, M. Basics of Azerbaijani dialectology. – Baku: East-West, – 2008. – 416 p.
5. Гасанов, К.М. Омонимы в диалектах азербайджанского языка // – Баку: Вопросы диалектологии тюркских языков. Издательство Академии наук Азербайджанской ССР Баку, – т. 4. – 1966. – с. 112-116.
6. Sadigova, K.R. Multiple words formed on basis of metaphoric al expression in the northwestern dialects of the Azerbaijani language // – Пенза: European research: Сборник статей XXIII Международной научно-практической конференции. МЦНС «Наука и Просвещение», – 2019, – с.69-73.

*PhD Khuraman Karimova**Institute of Folklore ANAS**Leading scientific worker of the department "Dede Gorgud"*<https://doi.org/10.5281/zenodo.13254459>**ЭПИЧЕСКОЕ МЫШЛЕНИЕ КОРЕИ И АЗЕРБАЙДЖАНСКИЙ ФОЛЬКЛОР***Хураман Керимова**Кандидат филологических наук**Институт Фольклора Национальной Академии Наук Азербайджана***KOREAN EPIC THOUGHT AND AZERBAIJANI FOLKLORE****Abstract.**

The novel "Princess Bari" by South Korean writer Hwang Sok-Yong is rich in folklore. In the work the real life of ordinary people of the Korean people is reflected and in the life of these people folklore is in harmony with them. In the article the products of folk thinking selected from the work are compared with relevant moments in Azerbaijani folklore, based on these materials, the thinking, mental values and psychology of the peoples of Azerbaijan and Korea belonging to the Altai language family are looked through. During the comparisons the examples of different folklore genres such as beliefs, prohibitions, proverbs, similar situations in some fairy tales, folk expressions used in the language of images, marriage and mourning traditions, folk medicine, the performed rituals protection from the evil forces, etc. are compared.

Аннотация.

Роман южнокорейского писателя Хван Сок Ёна «Принцесса Бари» богат устным народным творчеством. В произведении отражена реальная жизнь простого корейского народа, а фольклор созвучен с жизнью этих людей. В статье выбранные из произведения материалы народной мысли противопоставляются актуальными нюансами азербайджанского фольклора и на основе этих материалов формируются образ мышления, ментальные ценности и психология азербайджанского и корейского народов, принадлежащих к алтайской языковой семье. В ходе сопоставлений сравниваются образцы разных фольклорных жанров: поверья, запреты, пословицы, идентичные ситуации в некоторых сказках, народные выражения, употребляемые в языке образов, свадебные и похоронные обряды, народная медицина, обряды, совершаемые в связи с защитой от злых сил и т.д.

Keywords: *Princess Bari, Korean folklore, Azerbaijani folklore, folk psychology, fairy tale, belief*

Ключевые слова: *принцесса Бари, корейский фольклор, азербайджанский фольклор, народная психология, сказка, поверье.*

Korea is a country with a rich cultural and historical past. This national memory has played an important role as a source in forming their epic thinking. Myths, legends, beliefs, traditions and other folklore examples reflecting national-spiritual values give information from the cultural heritage of Koreans, their way of thinking and living, self-awareness and spiritual development of the people.

During the recent years the activity in the field of literary translation from Korean literature into Azerbaijani has increased significantly. The works by the prominent Korean writers such as "Please, Look After Mom" by Shin Kyung-Sook, "Vegetarian" by Han Kang, "Princess Bari" by Hwang Sok-Yong, "Busy family" by Kang Jong-Yo, as well as "Korean folk tales", which are selections from Korean folklore, have been translated into Azerbaijani. Reading these works a lot of information about the past and present life way, worldview, mental values, psychology, traditions, etc. about the Korean people appears in the thought of the readers. The main point is that there are considerable similarities in the way of thinking of these two peoples, who do not have very close ties and it is seen in moments related to folklore very much.

The novel "Princess Bari" is remarkable in terms of the embodiment of folk and daily life, the work is

rich in folklore elements. The novel reflects the real life of ordinary people. The main character of the work "Princess Bari" is a woman, who until the end fights for her goals and achieves her aims due to the great sacrifices. In addition, there are other bright female images in the work, which influenced the course of events seriously. The mentioned subject was approached from different aspects in the work. One can see similar moments of this diversity, contrasting approach to the theme of women in the work of both peoples.

Proceeding from the work "Princess Bari" we can say that in Korean folklore the women are mainly presented with very strong, skilled, fearless, militant and sometimes cruel features. Woman is a symbol of family. She plays a main role in educating children and protecting the honor of the family. Shamans in Korean mythology are described as beings who protect the position of women, shedding light on their successes. They are the owners of power and force, and the educators in general.

In Azerbaijani folklore women are presented from different perspectives: a woman is a lover, a mother, an educator, at the same time she is a protector of family values and traditions. She is restrained, merciful, devoted, hardworking, patriotic and so on. Sometimes one can also meet the images of cruel, deceitful women.

We observe that in both nations it is more desirable to have a son in the family. In the work “Princess Bari” the woman is exposed to her husband’s stress for the seventh time giving birth to a daughter. Unable to tolerate it, the mother takes her own baby and leaves her alone in the forest. In Azerbaijani folklore the perception of the birth of the next daughter in the family as a tragedy is a familiar psychological picture. In the Azerbaijani folk tale “The unwanted child” we observe a similar plot. Going on a trip the husband warns his wife to cut the head of a baby off and fill her blood into a bottle if she gives a birth to a daughter (Azerbaijani tales, 2005: 349-352). The widespread ritual of the wedding ceremony in Azerbaijan is still alive today: The ritual of belting is performed when the daughter leaves her father’s house as a bride. It is also desirable that more boys were born in the newly-made family in the text said at the ceremony by the groom’s brother by tying a red ribbon around the bride’s waist:

Anam-bacım qız gəlin,

Əl-ayağı düz gəlin.

Yeddi oğul istərəm,

Bircə dənə qız-gəlin. (Karabakh: folklore is also a history, 2014: 139-140)

(Translation: *My dear bride. You are very beautiful and honest. I want you to give a birth to seven sons and a daughter*)

In many Azerbaijani proverbs and sayings, we also observe that the sons are estimated more. For example: “*Have you come a son or a daughter?*”. This is a question that is asked to a person who has gone for an important job in order to find out the result: that is, whether the job has been done or not? Here a son means success, but a daughter means failure. In the proverb “*Daughter’s load is load of salt*” along with moral responsibility, the dowry, given when the daughter leaves her family’s place as a bride, is meant to be a financial problem and so on.

In addition, we can see that the daughter is estimated highly in Azerbaijani folklore. In many folklore texts it is mentioned that the daughter is pretty, helpful, the support of the family in the future, the protector of traditions and a symbol of peace. In the part “The part of Dirse Khan’s son Bughaj Khan” of the epic “The Book of Dede Gorgud”, which reflects the national and moral values of the Azerbaijani people, the words “*Take the man, who has a son, to the white room and the man, who has a daughter to the red room...*” (The Book of Dede Gorgud, 1988: 132) told by Bayandir Khan show that the daughter is very honorable. Here the “red room” is an expression of reverence for the daughter’s father. The sayings such as “*Qızsız ana, duzsuz ana*”; “*Qız qızıl parçası*” (“*A mother without a daughter is a mother without salt*”, “*A daughter is a part of gold*” (AFA, 2004: 290), “*Qız evi – şah evi*” (“*The place of a girl is a king’s palace*”) (Goychay folklore samples, 2022: 286) are also in contrast with the examples that express a negative attitude towards the daughter. From these examples it can be seen that the Azerbaijani people also appreciated the daughter enough. The folk tale “Nazli and her seven brothers” begins so: “*There were seven sons in the family. Unfortunately, these parents did not have a daughter. Their*

sons also want to have a sister” (Nazli and her seven brothers, 1894: 155-219). From this small fragment taken from a tale, it is clear that the birth of a daughter is the most important dream of everyone in the family: parents yearn for a daughter and brothers for a sister.

Throughout history in Korea there has been a belief system called shamanism and this belief is based on the ancestral spirits and other divine beings. Communicating with these spirits the shamans try to heal the sick people, drive away the evil spirits, manage society and do other similar prestigious things. In the work “Princess Bari”, which we are talking about, the author showed the position of shamanism in the life of ordinary Koreans. The main character of the work is Bari. But in the novel there is an image of a shaman-grandmother, who has a special role in the development and disclosure of events, constantly preserves and keeps alive the Korean folk life, traditions, way of thinking and is often mentioned even after her death until the end of the novel. This image is Bari’s grandmother. This woman, who has a special role in the life of her granddaughter, controls the whole life of Bari, whom she perceives as a gift from God, with her mythical force, introduces her to the world of spirits delicately. We get acquainted with the mythical ideas of the people, examples of folklore, information about the worldview through this image. She often tells fairy tales to her granddaughter, performs various rituals, comes to Bari’s sleep after her death, helps and guides her. The shaman grandmother, who is able to call the spirits, talk and control them, teaches them to her granddaughter, too. The tale “Princess Bari”, which was told to her by the grandmother, resembles Azerbaijani fairy tales both in plot and in the course of events. Bari often sees her in a dream much later – even when her grandmother is not alive, and in her dreams her grandmother gives her instructions for her future life. Let’s pay attention at the brief content of one of the dreams given at the end of the work: “*Grandma tells Bari that she needs to find the water of vitality. Bari leaves. At this time, a magpie flies in and helps Bari in all difficult moments. The magpie advises the girl to follow the white path. The old man with a twisted waist, who appeared before Bari, tells the place of the water of vitality. Taking with her palm the girl drinks from the water* (Hwang Sok-Yong, 2020: 279-295). When reading this part of the work several examples of Azerbaijani folklore come to mind. For example, in the folk tale “Malikmammad” the hero falls into a dark world. With the advice of the Emerald bird he goes out into the bright world (Azerbaijan Folklore Collection, 2006: 70-81). Bari also follows the white road in front of her on the advice of a magpie. In the Azerbaijani folk tale “Jirtan”, the children who get lost in the forest in the evening stay at two crossroads: on one side the dog barks, on the other side the light comes: “*Jirtan said: If we go where the dog is barking, maybe it will attack us. Let’s go towards the light*” (Azerbaijani tales, V volume, 2004: 103). Malikmammad calls for help by burning the feather given by the Emerald bird; Bari gets help from the magpie to solve the problems. *The magpie is a harbinger of good news in Azerbaijani folk thinking* (Goychay folklore samples, 2022: 119). The elements such as fire

from the mouth of the dragon, which we see in the work, the magpie brings good news and the protection of castles by evil spirits are also present in Azerbaijani folklore.

In the part given above it is spoken about the water of vitality. There are enough texts about the water of vitality in Azerbaijani fairy tales and legends, in those texts the place of the water of vitality is mainly given by the old men, as in the tale "Princess Bari".

In the novel the author has given a lot of places to the dream interpretations. In the work Bari's reminiscence is given: "*All our family members knew that my grandmother had an extraordinary talent, but only my father did not accept it. Nevertheless, at the end of the year or at the beginning of the New Year, in the early hours of the morning, when he woke up from a terrible dream, he would go to my grandmother alone and interpret his dream*" (Hwang Sok-Yong, 2020: 16). The certain things and events seen in a dream also have their own interpretations in the Azerbaijani folk thinking.

The image of a fairy girl is often observed in Azerbaijani folklore. These fairies with wings are able to fly and get to the space of the mythological hero – to Earth. For example, in the part "The part of Basat's killing Tepegöz" of the epic "The Book of Dede Gorgud" there is a point: There was a famous spring called "The long well". There were fairies in that spring. Suddenly the sheep shuddered. The Shepherd was angry at the sheep in front and went forward. He saw that the fairy girls were tying and flying wing by wing" (The Book of Dede Gorgud, 1988: 196). At the beginning of the novel, Barin's grandmother sees in a dream that a fairy from the sky fell on the roof of their house and she rolled into the courtyard. She clarifies that incident as followings: the fairy made a mistake while watering the flower garden and was punished and thrown to the Earth. At that moment, seven flowers fell in the yard. The fairy took them and handed them to the grandmother. When she wanted to get the rose, the fairy run away. Grandmother ran after her and arrived at the address where her future daughter-in-law lived. She saw a beautiful girl singing in the courtyard (Hwang Sok-Yong, 2020: 17). The grandmother liked the girl and decided that she would marry her son to her. This plot reminds us that in Azerbaijani love epics the hero was given buta in a dream. However, the difference is that it is not the boy who will marry who sees the dream, but his mother. The grandmother offers the girl to become her daughter-in-law and declares that this marriage is a destiny written by God for them. In Azerbaijani folklore, love epics also tell the lover exactly the address of the girl he will marry when she is given "a buta" in a dream. For example, when the hero of the epic "Gurbani" is given a buta, the name and address of his beloved are shown correctly. In response to his father's question, Gurbani says: "Dad, I will go to Ganja. Pari khanim, Ziyad Khan's daughter, was given "a buta" for me (Azerbaijani epics, 2005: 44). In the novel "Princess Bari", as in Azerbaijani love epics, the address of the future bride is reported in a dream.

Let's look through the rituals that exist in both peoples. At the marriage ceremony of her son, "*My grandmother finds a long girdle needed to span a child*

from somewhere and makes a hoop, passing one of them to my father's foot and the other to my mother's foot" (Hwang Sok-Yong, 2020: 16). The mother ropes her son's leg, tying him to his home or to his family by performing this ritual. This belt is a symbol of unity and family ties. In the Azerbaijani folk language the expressions such as "tying the leg", "shackling the leg" are used as synonyms for the word "to marry". In the part "The part of Ush's elder son Sagrak" of the epic "The Book of Dede Gorgud" Sagrak tells that "I will not return to Galin Oghuz country until I know that my captured brother is dead or alive, or if he is dead, I'll take revenge", when his parents cannot dissuade him from this path they ask Gazan Khan for the advice. At this time, Gazan Khan answers with the following metaphor: "Tie his leg with a horse rope" (The Book of Dede Gorgud, 1962: 91). It can be seen from it that the expression "to rope his leg" and "to shackle", which is said about a boy who is a teenager, is understood in the same sense among the people both in Korea and in Azerbaijan.

In one part of the work Bari recalls such a story about her grandmother: "*Suddenly my grandmother woke up ... and saw her husband's tattered woolen trousers and rabbit fur jacket, which he had taken off before he went to the army, had fallen to the ground. That night, my grandmother ... as she was doing a simple funeral, she performed ancestral rituals and burned my grandfather's clothes*" (Hwang Sok-Yong, 2020: 12-13). The burning of the clothes of the dead, most often the burial, that is, the removal from the house, is one of the mourning customs that existed in Azerbaijan since very ancient times and is still being carried out in modern times (Suleymanova, 2008: 152).

In one part of the novel Bari tells her grandmother that a girl in a white dress came to their yard and said that "*It is not that house*" and returned quickly. Grandmother says: "Now do what I say: spit on the floor three times, then trample it three times with your left foot. ... She is a bedridden nightmare" (Hwang Sok-Yong, 2020: 21-22). Today various rituals are performed by spitting in most regions of Azerbaijan and it is reflected in folklore texts belonging to those regions. The different rituals such as: "*When leaving or starting a business, if a black cat passes in front of you, spit it out three times and then trample it with your foot; spit three times over your shoulder to protect yourself from the evil eyes*" (Goychay folklore samples, 2022: 111) are also carried out nowadays.

In the work we often come across beliefs, prohibitions and trials of Koreans. In the dialogue of the mother-in-law and the daughter-in-law, we see that lying is a sin, a prohibition in folk thinking. Grandmother does not know about the child being thrown into the forest. When she did not see the baby in her place, she persistently asked her daughter-in-law: "Where is my granddaughter?". But the daughter-in-law answered: "I don't know". The grandmother says: "Don't lie, lightning strikes you" (Hwang Sok-Yong, 2020: 6). This text expresses the belief that lying is dangerous, scary, that the owner of a false word will suffer. In Azerbaijani folklore, we can say that, this topic is observed in many

genres. For example, such curses are used: “Let lightning strike you” (Karabakh: folklore is also a history, 2012: 371), “Damn the one who lied” (Anthology of Azerbaijani folklore, 2004: 62). In different genres such as proverbs, belief, anecdotes, garavelli, etc. there are many texts on this topic. The examples such as “A liar is Allah’s enemy” and others (Anthology of Azerbaijani folklore, 2002: 218) show clearly the place of lies in the thinking of the people, make it clear that such people are cursed and fall out of trust. In both peoples it is noticed that the one who lied will be subjected to evil, punished by the invisible.

In the work we also meet points related to folk medicine. For example, Bari had a dog named Hyindungi. “Hyindungi moved slowly because it was getting old. Its hair was falling out and its skin was starting to show because the skin disease had spread from its hips to his waist. ... It was necessary to wash the dog with water in which beans had been boiled...” (Hwang Sok-Yong, 2020: 35).

In Azerbaijani folk medicine the boiled bean water is also used for many skin diseases. “It is useful to boil the beans and the water ... can be used against hair loss” (Healing plants, 2021: 63).

Belief in fate and destiny has a strong position in the thinking of the Korean people. For example: *This baby is God’s gift to us; Our Baria is given ability from God; everything is in God’s hands; God is sad because you are hopeless* (Hwang Sok-Yong, 2020: 7; 27; 204; 297). There are corresponding moments in Azerbaijani folklore. The examples such as “*May the hope that Allah gives not be upset*” (The Book of Dede Gorgud, 1988: 51); “*Allah does not give up hope*”, “*Devil is hopeless*” are still used among the people today. In Azerbaijani thinking the prohibitions such as “*Crossing hand you must not stand on foot*” (offended – Kh.K.), “*One must not cry before the sunset* (in the evening - Kh.K.)” (Western Azerbaijan folklore, 2023: 129) and generally all moments that express hopelessness are understood as a protest against Allah.

We see that in both nations, in order to protect themselves from evil forces, everyone imposes certain restrictions and prohibitions on their behavior. Although Bari has not received any information from her husband Ali, who was at war for a long time, she believes that he is alive and well. However, she does not share her thoughts with anyone and explains it so: “*From childhood, I sincerely learned from adults that if I talk about what I want or what I am trying to get, success will go away from me and I will achieve my dream later*” (Hwang Sok-Yong, 2020: 256). Today, there is a belief among the Azerbaijani people that is also useful and that most people believe: “*Foretelling does not bring me success*”. The explanation of this belief collected from Azerbaijan is so: “*When a person talks about his future plans, the devil hears and prevents the realization of this work*”. This kind of approach mentions the sameness in the way of thinking of both peoples.

The similarity of the folklore examples, which we meet in the work “Princess Bari”, with what the Azerbaijani people have been building for thousands of years and sometimes even the same, testifies to the

existence of ties that have united our peoples since the ancient times. From the comparison of beliefs, prohibitions, fairy tales, applause, protection from evil forces, marriage and mourning rituals in the works of both peoples it can be concluded that there are many similarities in the spirituality, way of thinking and approach to life events of the Azerbaijani and Korean peoples.

References

1. **Azərbaycan dastanları.** Tərtib edənlər: M.Təhmasib, Ə.Axundov. Beş cildə, I c. – Bakı: Lider, 2005, – 392 s. // Azerbaijan epics. Compilers: M.Tahmasib, A.Akhundov. In five volumes, I v. - Baku: Lider, 2005, - 392 p.

2. **Azərbaycan folkloru antologiyası, IX.** Gəncəbasar folkloru. Tərtib edənlər: H.İsmayilov, R.Quliyev. – Bakı: Səda, 2004, – 522 s. // Anthology of Azerbaijani folklore. IX. Folklore of Ganjabasar. Compilers: H.Ismayilov, R.Guliyev. - Baku: Sada, 2004, - 522 p.

3. **Azərbaycan folkloru antologiyası, VII.** Qaraqoyunlu folkloru. Tərtib edənlər: H.İsmayilov, Q.Süleymanov. – Bakı: Səda, 2002, – 464 s. // Anthology of Azerbaijani folklore. VII. Folklore of Garagoyunlu. Compilers: H.Ismayilov, G.Suleymanov. - Baku: Sada, 2002, - 464 p.

4. **Azərbaycan folkloru külliyyatı, I c.** Tərtib edənlər: H.İsmayilov, O.Əliyev. – Bakı: Səda, 2006, – 400 s. // Azerbaijan Folklore Collection. I v. Compilers: H.Ismayilov, O.Aliyev. - Baku: Sada, 2006, - 400 p.

5. **Azərbaycan nağılları, 5 cildə, I c.,** Tərtib edən: H.Zeynallı. – Bakı: Şərq-Qərb, 2005, – 360 s. // Azerbaijani tales. in 5 volumes, I v., Compiled by: H.Zeynallı. - Baku: East-West, 2005, - 360 p.

6. **Azərbaycan nağılları, 5 cildə, V c.** Tərtib edənlər: Ə.Cəfərli, S.Əhlimanqızı. – Bakı: Çıraq, 2004, – 336 s. // Azerbaijani tales. in 5 volumes, V v. Compilers: A.Jafarli, S.Ahlimangizi. - Baku: Chirag, 2004, - 336 p.

7. **Göyçay folklor örnəkləri.** Tərtib edənlər: X.Kərimov və b. – Bakı: Elm və təhsil, 2022, – 296 s. // Goychay folklore examples. Compilers: Kh.Karimova and others. - Baku: Science and education, 2022, - 296 p.

8. **Hvanq Sok Yonq.** Şahzadə Bari. Tərcüməçilər: K.Kamilzadə, R.Babazadə. – TEAS Press Nəşriyyat evi, 2020, – 308 s. // Hwang Sok-Yong. Princess Bari. Translators: K.Kamilzade, R.Babazade. - Publishing house TEAS Press, 2020, - 308 p.

9. **Kitabi-Dədə Qorqud.** Tərtib edənlər: F.Zeynalov, S.Əlizadə. – Bakı: Yazıçı, 1988, – 265 s. // The Book of Dede Gorgud. Compilers: F.Zeynalov, S.Alizade. - Baku: Yazichi, 1988, - 265 p.

10. **Qarabağ: folklor da bir tarixdir.** III c. Tərtib edən: İ.Rüstəmzadə. – Bakı, Elm və təhsil, 2012, – 468 s. // Karabakh: folklore is also a history. III v. Compiler: I.Rustamzade. - Baku, Science and education, 2012, - 468 p.

11. **Qarabağ: folklor da bir tarixdir.** VII c., Tərtib edən: L.Vaqıfçı (Süleymanova). – Bakı: Zərdabi LTD, 2014, – 444 s. // Karabakh: folklore is also a history. VII v., Compiler: LVagifgizi (Suleymanova) - Baku: Zardabi LTD, 2014, - 444 p.

12. **Qərbi Azərbaycan folkloru**, I c. Tərtib edən: L.Vaqıfızı (Süleymanova). – Bakı: Elm və təhsil, 2023, – 400 s. // Western Azerbaijan folklore. I v. Compiler: LVagifgizi (Suleymanova) - Baku: Science and education, 2023, - 400 p.

13. **Süleymanova L.** Şəkidə yas adətləri // Dədə Qorqud. Elmi-ədəbi toplu, – Bakı: 2008, №4 (29), Nurlan, s. 146-152. // Suleymanova L. Mourning customs in Sheki // Dede Gorgud. Scientific-literary collection, - Baku: 2008, №4 (29), Nurlan, p. 146-152.

14. **Şəfali bitkilər**, Tərtib edənlər: İ.Məcidi, O.Bayramlı. –Bakı: Universal Nəşriyyat və Çap Evi, 2021, – 533 s. // Healing plants. Compilers: I.Majidli, O.Bayramli. - Baku: Universal Publishing and Printing House, 2021, - 533 p.

15. **Nazlı və onun yeddi qardaşı(nağıl)** // Сборник материалов для описания местностей и племен Кавказа. Вып. XIX. Тифлис, 1894. II отдел, с.155-219 // Nazli and her seven brothers (tale) // Collection of materials for the description of the localities and tribes of the Caucasus. Issue XIX. Tiflis, 1894. II Department, p.155-219

16. **Книга моего деда Коркуда**. Огузский героический эпос. Перевод академика В.В.Бартольда. Издательство М-Л. СССР, 1962, –301 с. // The Book of Dede Gorgud. The Oghuz heroic epic. Translated by Academician V.V. Bartold. Publishing house M-L. USSR, 1962, - 301 p.

Samples, the source of which is not specified, were collected by us and are in our personal archive.

PhD Rana Agajan gizi Aliyeva

Baku Slavic University

Department of Azerbaijani language and its teaching methods

<https://doi.org/10.5281/zenodo.13254502>

COLORING OF SPEECH LABELS IN THE LANGUAGE OF IMAGES

Рена Агаджан кызы Алиева

Кандидат филологических наук

Бакинский славянский Университет

КОЛОРИТ РЕЧЕВОГО ЭТИКЕТА В ЯЗЫКЕ ОБРАЗОВ

Abstract.

Speech etiquette mainly include winged-idiomatic expressions, proverbs, phraseological units, wise folk sayings, archaic beliefs such as applause, cursing, as well as locally figurative expressions. These phrases, ready-made speech models, developed in accordance with the national thinking, ethnography and traditions of our people, satisfy people in all cases, create a pleasant atmosphere in them, guide the inter-viewer's activities and ensure mutual understanding. Movlud Suleymanli and Ilyas Afandiyev appeal to the images of their artistic heritage mainly to strengthen the ideas and opinions they put forward, to present their thoughts more coherently, to convey the point fully and most importantly, to state their position with reference to generalizing wise sayings born from the experience of the great people.

Аннотация.

Речевой этикет в основном включают в себя крылато-идиоматические выражения, пословицы, фразеологизмы, мудрые народные поговорки, архаические поверья типа аплодисментов, ругательств, а также локально образные выражения. Эти фразы, готовые речевые модели, разработанные в соответствии с национальным мышлением, этнографией и традициями нашего народа, во всех случаях удовлетворяют людей, создают в них приятную атмосферу, направляют деятельность интервьюера, обеспечивают взаимопонимание. Мовлуд Сулейманлы и Ильяс Афандиев обращаются к образам своего художественного наследия главным образом для усиления выдвигаемых ими идей и соображений, для более связного изложения своих мыслей, для полной передачи сути, а главное, они призывают выразить свою позицию, ссылаясь на обобщающие мудрые изречения, рожденные из большого национального опыта.

Keywords: *speech etiquette, character, style, folklore, national thought*

Ключевые слова: *речевой этикет, образ, стиль, фольклор, национальное мышление*

One of the main directions, which is widely and peculiar in fiction, includes colorful expressions reflecting the style of folk speech is the language of images, or rather speech labels with a folkloric essence, which is observed in their language. Speech labels mainly include winged-idiomatic expressions, proverbs and sayings, phraseological units, wise folk sayings, archaic beliefs such as oaths, applause, curses, as well as figurative idioms bearing local-local pronouncements. Speech labels, which give the language of images naturalness, liveliness, dynamism and playfulness, represent and present their spiritual world, psychological atmosphere, manner of communication, speech-dialect coloring arising from the tradition of historical ethnographic culture belonging to the territory to which they belong and fill their mental-psychological spirit, moral portrait and at the same time, it also enriches the linguistic-stylistic flow of the work with its unique qualities.

Starting from the epics and passing a long way, the speech labels in the language of the images created in the fiction literature with their national spirit and spiritual richness are the most beautiful quality that represents our national-spiritual values. The label given in the language of artistic images is the label of society. Each of the characters such as khan, bey and shepherd

described in the epic "Dede Gorgud" has their own speech etiquette. Gazan is a nobleman, but Garachig is a shepherd. According to the difference in status between them, Gazan Khan can express his curse so: "Let your mouth dry, Shepherd! Let your tongue rot, Shepherd, Almighty write down your forehead, Shepherd! But Shepherd Garachig has no right to go and get the house in Ghazan Khan's presence. Because the Great Oghuz noblemen would say to Gazan "He wouldn't win the infidel if he had not gone with the shepherd" (1, p.46). The words "Strike your sword, my lord Gazan, I have reached" told by the brave men who came to help Gazan enter the enemy place after him, it is the approval of the label not to break the ban. Such labels are also found in different parts of the epic.

If we look at the history of medieval literature, we'll see that speech etiquette had a special character here as well. Writing in simple language, using ordinary spoken words and talking about everyday life issues in literary works were incompatible with the high attitude to the word art of that time. Such an attitude to literature and art, along with the content of the work, meant that each word was chosen precisely on the basis of the traditional rules of poetics and the image was used in the language. Normative laws requiring the highest form perfection in medieval poetry led to the

emergence of a special poetic language of romantic, high character in the poetry of that period. Only in the 19th century after the formation of artistic prose as a special genre and the strengthening of realistic poetry, it became clear that it was not at all mandatory to use a "special" style of speech for poetic purposes, it is also possible to create works of high art using other types of styles and lexical layers of the wide nationwide language. The difference between the types of speech labels of the artistic language, which are considered to be specific styles of the literary language, lies primarily in the fact that they are processed and polished from the point of view of mastery, subordinated to the specific goals of the writer and manifested as a product of activity. A creative attitude to language can manifest itself not only in artistic language, but also in other types of speech. However, speech activity, speech etiquette become a decisive factor only in the artistic language.

In the second half of the twentieth century oral folk literature, Dede Gorgud's spirit and the poetic enthusiasm of Dede Gorgud were gaining momentum. This is also observed in Movlud Suleymanli's activity.

As a writer close to the people's spirit, he seems to be the bearer of the poetic spirit and enthusiasm of Dede Gorgud, who manifested himself vividly in the novel "Migration". In the novel "Migration" the writer gave the fate of the people within the framework of the image of a tribe. In the novel the artistic image is expressed at the level of the artistic model of the history of the people. It is possible to find a wide range of folk sayings that are manifested in the speech of images.

Doctor of Philological Sciences Mukhtar Imanov notes that the author considers the archaic perceptions specially among the people about the devil and the expressions such as "Devil entered my heart", "Devil led me astray", "Curse the devil, it can enter whoever he/she wants" transforms the form of worldview that lives in expressions into the form of artistic reflection" (2, p. 96).

In the works of the writer applause and cursing are enough, where they are considered necessary, they are brought to the speech of the image at the appropriate moment of the epic text. One of the images Gizbes: "Vomit blood, the nobleman's son! May it be water under your legs, may it not be green!.. Always wear black or dark blue dresses. Let my curse hold you and let the ground not to accept you as your grandfather Dursun!" (3, 171). Although these sayings given in the character's speech have folklore particles with a unique mythological-semantic content, the writer focuses on the causes of the misfortune that befell the old woman Gizbes, such as curses and damnations and achieves the necessary artistic-aesthetic effect.

These expressions, ready-made speech models, developed in accordance with the national thinking, ethnography and traditions of our people, satisfy people in all cases, create a good mood in them, direct the activities of the interviewer and ensure mutual understanding. Our language is rich in such expressions. In the daily speech activity of people colorful phrases are often used, which are due to their worldview, degree of literacy, intelligence and conscious attitude to lan-

guage. The appeal labels among the members of the society of each nation are part of the overall culture of that nation. Speech labels given in the language of images in fiction are the clear indicator of folk, to which the people belong.

In these profound examples of epic folklore the characters of Mavlud Suleymanli are mainly used to strengthen the ideas and opinions they put forward and present their thoughts more coherently, to exert the strong moral and psychological influence on the other side, to convey the point fully and most importantly, to generalize their position to wise sayings appeared from great folk experience they apply for the purpose of reporting. In the story "Grass" Ahmed complains about his son's lack of understanding and says to his wife, who is crying over the state of her child: "Why do you cry again? The children you gave birth look like to you... Oh, don't die my donkey, spring will come and the grass will grow..." (4, 87). The father's expression of his hopeless complaint with the proverb "Don't die my donkey, spring will come and the grass will grow" provided the more complete and lively delivery of the intended purpose. Again in the same story when Ahmad sees that his countryman Hadi wanted to hide the real reality under various pretexts to deceive him: "- Don't lose track, don't get confused, if you're a fox, I'm your tail. I saw with my eyes, he was falling from the second floor" (4, 91). The figurative meaning of the proverb "If you are a fox, I am your tail" is used here as a folk saying figuratively expressing its conclusion with reference to a phraseological pattern in the saying "I know more than you".

If you pay attention, you can clearly see that the phraseological and lexical composition of the applause and prayers in grandmother Huru's speech is based on the folklore memory of the language with all its power and energy. In every sentence, in every layer of the reminder and blessing she gave to her children the summarizing conclusions of the ethnic life experience from the depth of centuries have been considered. In addition to applause and prayers, when it is considered necessary, the writer brings its opposite position - curses and prayers - into the speech of the image at the appropriate moment of the epic text. Movlud Suleymanli shows the poetic folklore examples mainly from the language of the images he creates in his prose works. Here the age level, worldview, moral and spiritual indicators of the characters are also reflected in the characteristics of the poetic folklore sample. For example, the folkloric text told by a young mother caressing her child revives the sublimity of mother's love with memorable folklore colors and ethnographic realities: "The young mother cherishing her baby began to tell:

- Oh my God, give five babies as this one ...

The boy looked at the bride with a quarrelsome look, that is, the bride shouldn't play with her children near her father-in-law, both her parents and the bride understood it.

- Oh no, let it be her only shame, - said his mother, taking the child from the bride, she began to recite:

- Give such baby to the flying birds,

Give such baby to the unmarried girls...” (3, p. 322-323)

Here, in addition to the love of mother-child or grandmother-grandson the beauty of the sincere relationship among the bride and family members, especially family adults, also complements the mood created by the poetic text. Movlud Suleymanli demonstrated such a deep and close attachment to folklore, especially folklore symbolism, both at the level of the image and the descent of individual motives in the narrative “Mill” that the work is a translation of the national spirit for its linguistic and stylistic qualities, its original color indicators, as well as for its artistic and aesthetic character as a whole (5, p.93).

The images such as Shepherd Shamil in the novel “Saltness” or Dede in the work “Migration” or the character grandmother Huru appear in the certain episodes of the plot line, the historical-spiritual values, national-mental qualities reflected in their faces - outlook, behavior and thoughts - become the main essence expressing the main essence of those works.

The image Shepherd Shamil in the novel “Saltness” takes the events in front of a man’s eyes in the light of the historical experience of yesterday and the past and comes to the conclusion that they do not have any meaning - they are “desalted”. Feeling anxious about the danger of this “desalination” taking the country and people out of the stream of their ancestors and directing them in a dark and vain direction, the wise man wants to connect young shepherds to their native land with his admonishing conversations and far-sighted advice.

For Shamil the sense of dignity, self-pride, folk self-esteem are the main ones. According to his conclusion, these values stand at the forefront of all kinds of materialism. The elder Shepherd, who often expresses with his admonitions almost every day that light, external radiance, false, wrong actions inflict lethal blows on human spirituality, sees the solution to the problem in attachment to the path of ancestors, that is, in self-realization.

Movlud Suleymanli shows the mission of not breaking the historical-spiritual connection and carrying it from yesterday to today with the essence of the epics spoken by Agh Ozan and Goycha Ozan: “Ozan Goycha came from the country Goshgarç but Agh Ozan came from the tribe Garakelleler. They played and sang about their observation, past and future”.

The inclusion of symbolic images from folklore in the network of artistic characters, the generalization of many events in the plot in the symbolic plan with a special purpose, the meaning of multi-faceted episodes with the possibility of interpreting them in the most different directions from the plane of history and modernity deepens the artistic nature and content of the work. From the memory of the epic the characters such as Dede, Beyrek, Agh Ozan, Chickek, Domrul, Bekil,

including the symbolization of events in accordance with the author’s idea gives the novel great power in the sense of nationality.

In the artistic portrait of the characters bearing the names from the novel “Dede Gorgud” the character, manner of action and behavior, feelings and thoughts of the predecessors are also reflected to the considerable extent. For example, the portrait lines of Domrul in the novel “Migration”, similar to his predecessor in the epic, Deli Domrul, can serve as a vivid example of it: “Many donkeys could not pull the cart held by Domrul. He used to break the thick bone of the animal with his hand. He used to hold the millstone in the mill, holding the horse on his shoulder and leading it ten paces. In this way, Deli Domrul would entertain the people and the people would feed him. He would eat thirty eggs and drink a big jug of sour milk during the dinner time. The old men used to say that there were many such men in Garakelleler, but they were not crazy”.

It is possible to see alike similarities in the portraits of other characters. The character of Dede, the elder person in the novel “Migration”, also has spiritual and historical qualities that echo and intersect directly with the world of Dede Gorgud, including Dede Gorgud himself. Dede is the head of the tribe, the symbol of the respected tribal hearth, the protector and the guide. He is the spiritual power that carries the unique knowledge and life experience of the clan-tribe’s yesterday – the historical memory to today. Tomorrow’s direction depends on his wise advice and recommendations: “An old man with a white beard was sitting comfortably on the back of a white camel, as if he was sitting on the ground”.

Ilyas Efendiyev was one of the writers who had made great creative contributions to Azerbaijani prose and had a rich legacy of vivid, fresh images and artistic means of description. Ilyas Efendiyev is leading scientific thinker. A whole generation of actors and directors were trained in the performances based on his 15 plays (such as “You are always with me”, “Destroyed diaries”, “The song remained in the mountains”, “In the crystal palace”, “Khurshidbanu Natavan”), which he gave to our literature and stage and the “Ilyas Efendiyev Theater” was established. Ilyas Efendiyev’s activity is clear and his deep philosophy is nourished by the folk spirituality. Because his activity has developed in the background of folk life and has found its way.

It is undeniable that the national and moral values of our people play an exceptional role in the education of the younger generation in the writer’s works. These works are of exceptional importance in the development of literature, both in artistic terms and due to the load of meaning testifies to the richness of the writer’s soul. The fact that he is an artist who always lives among the people and that he chooses heroes from among the people for his works is proof that he is a great patriot. The color of the mysterious speech labels in the language of the images proves once again that the writer is an

irreplaceable artist who is connected to the people, close to the people's spirit and deeply familiar with it. The characteristics of Ilyas Efendiyev's activity, which is firmly connected to national identity, folklore and classical heritage, are modernity and nationalism with human content. The writer raised the language and artistic style to the level of a new literary school in our literature. The language of the writer's artistic works is very rich with stylistic nuances from the lexicon of legends, narratives, fairy tales and epics. The language of our people is its priceless wealth.

In several historical dramas such as "The song remained in the mountains", "Khurshidbanu Natavan", "Sheikh Mahammad Khiyabani", "Lovers' joining in the hell", "Lonely oleaster tree", "The wise and the mad", "The ruler and his daughter" the struggle for the freedom and independence of our people is presented in the language of images with unique shades. These heroes are true devotees who fought for the freedom and independence of the people.

From the play "Khurshidbanu Natavan": Natavan: "If there is a truth in this world called happiness, then it lies only in the fact that a person has his own homeland and own self. I believe in the power of freedom. True freedom of conscience is necessary for the flourishing of beautiful feelings and beautiful thoughts of a person, for the rise of human dignity". These words are the leitmotif of the drama "Khurshidbanu Natavan". The unity, freedom, culture, language and national independence of Azerbaijan are the main goals for the poetess, public figure Natavan (6, p. 7).

The play "Khurshidbanu Natavan" is dedicated to the famous poetess Khurshidbanu Natavan, the daughter of the Karabakh Khan Mehdiqulu Khan. The main character of the work is Khurshidbanu Natavan. For the first time, the reader gets acquainted with the character of Natavan in Tbilisi, in the Caucasian viceroyalty, witnesses her conversation with the Viceroy, sees the behavior and dignity of this zealous and bigoted girl representing the Azerbaijani people, feels pride.

The Viceroy accepts the young poetess with respect and attention worthy of the Khan's daughter. On the one hand, Natavan's erudition, decisive and beautiful speech, spiritual richness surprise the Viceroy and on the other hand force him to treat this young girl with respect and courtesy. The writer wants to say with this episode that no one will appreciate the one who does not appreciate himself. This is exactly how a representative of the people should behave. Natavan's behavior with the representative of the Empire is a manifestation of the determination and dignity of the Azerbaijani people.

The beginning of Natavan's first love appeared in that meeting. Although the mutual marriage with the young prince Khasay, who was a nobleman from

Dagestan, was short-lived, it showed Natavan's character integrity, philanthropy and humanity. When Khasay was helpless before his uncle's request to return to Dagestan, Natavan advised him to leave, no matter how difficult the separation was and justified the separation: "I will not tolerate you being subjected to the curses of your fellow countrymen!".

Natavan is looking for ways to improve the situation of the people and is trying to do everything possible. She always thinks about the fate of certain people of South Azerbaijan under the servitude of the royal system of Iran. The main feature characterizing Natavan in the play is her unity with the people, her ideas and thoughts about the people. Her deep feelings of love for her native land, for the working people who are the real owners of this land, are not confined only to the borders of Karabakh.

Khurshidbanu Natavan is also a talented poetess with the ability to skillfully glorify subtle human feelings. The words by the Caucasian Viceroy "I heard that you are also a wonderful poetess" give information about the poetic glory of the Khan's daughter.

Though the play "Khurshidbanu Natavan" is written on a historical theme, it is a very valuable work that resonates with our modern life. Therefore, the play was accepted well and highly appreciated by readers and viewers.

Thus, the coloring speech etiquette in the language of images has a wide dioposon, which is difficult to summarize in one article. The speech labels among the members of the society of each nation are part of the general culture of that nation. Speech labels of images in fiction are specific speech norms of the people, the nation. For this reason, modernity is fundamental in cultural language labels. This modernity must be constantly reflected from fiction. This modernity should always be reflected in fiction.

References

1. Kitabı-Dədə Qorqud. Bakı, Yazıçı, 1988, 265 s. // The Book of Dede Gorgud. Bakı, Yazıçı, 1988, 265 p.
2. İmanov M. Müasir Azərbaycan nəsrində psixologizm (60-70-ci illər). Bakı: Elm, 1991, 116 s. // İmanov M. Psychologism in modern Azerbaijani prose (60-70s). Bakı: Elm, 1991, 116 p.
3. Süleymanlı M. Seçilmiş əsərləri. Bakı: Şərq-Qərb, 2006, 477 s. // Süleymanlı M. Selected works. Bakı: East-West, 2006, 477 p.
4. Süleymanlı M. Səs, Bakı: Yazıçı, 1988, 376 s. // Süleymanlı M. Sound, Bakı: Yazıçı, 1988, 376 p.
5. Əliyeva R.A. Mövlud Süleymanlı yaradıcılığında folklor motivləri. Bakı: "Elm və təhsil", 2015, 154 s. // Aliyeva R.A. Folklore motifs in Movlud Süleymanlı's activity. Bakı: "Elm və təhsil", 2015, 154 p.
5. 525-ci qəzet.-2017.-26 may.-S.7. // Newspaper 525. 2017. May 26. p.7.

ARTISTIC FEATURES OF STEPHEN CRANE'S PROSE

Abstract.

The article examines factors predisposing to gradual alienation from the spiritual and moral priorities of the individual in the works of Stephen Crane. The danger of spiritual degradation of the individual, as a process invisible to the person himself, was highlighted by the writer in many works. The superiority of the author's view lies not only in the formulation of the problem of "man and society", but also in the innovative understanding of those traditional factors that takes a person to indifference, depersonalization, contribute to his moral, psychological and even physical degradation, and prevent the "awakening" of his conscience and find the way out of the problems suffocating his mind, his feelings and eager to live. Stephen Crane in his works was deeply aware of the storehouses of the spiritual life of his heroes in close connection with the resolution of the most important issues of life, ridicules lack of culture, ignorance, depletion of the inner spiritual world of man, stupidity, vulgarity, spiritual degradation, arrogance, careerism, feels sympathy with people possessing pessimistic view, those who lost the ability to love, sincerely feel, experience, etc.

Key words: Stephen Crane, prose, alienation, degradation, stream of consciousness

Introduction. Stephen Crane (1871-1900), an outstanding American prose writer and poet, left a bright and original mark on the history of literature. In a short period of creativity, he managed to become the author of numerous works of different genres, successfully working in the field of prose, poetry, and journalism. His collected works were published in six volumes by W. Follett in 1925-26, in the New York publishing house "Knopf" under the general title "The Work of Stephen Crane". Each of the mentioned editions contained two volumes, but this edition was not complete. Having become famous as the creator of the novel "The Red Badge of Courage" which laid the foundations of US military prose, Stephen Crane wrote about one hundred and fifty short stories, most of which have stood the test of time.

Currently, the attention of scientists, writers and people far from science and art is increasingly turning to the works of the end of the past and the beginning of the present century. Completing a round of history, on the eve of the new millennium, man is looking for answers to questions that concern him today in the past, trying to identify and understand the similarities and differences of the changes taking place at the turn of the century. American literature at the turn of the 19th and 20th centuries gave rise to a number of brilliant names, whose work determined many directions in the development of the literary process of our days. One of these writers was the outstanding novelist, short story writer, poet and publicist Stephen Crane.

A brilliant stylist, Crane had a significant influence on subsequent generations of poets, novelists and short story writers in the United States and other countries of the world. Among those who experienced this influence are American, English, Russian authors: E. Hemingway, R. Frost, F. S. Fitzgerald, J. Joyce, W. Wolfe, S. Dovlatov and others.

Stephen Crane's poetry and short stories are of interest to both a wide range of readers and literary scholars. Twice "returned" since the death of the writer, today his work, according to general belief, is included in

the golden fund of American literature. In the modern United States, S. Crane is considered a national classic. His short stories and poetry are included in all anthologies and anthologies, as well as in the compulsory educational program on literature for schools.

The life and creative path of S. Crane coincided with a turning point in the economic and socio-political life of the United States. The 80s-90s of the 19th century were the time when the United States, rapidly developing, "became the largest industrial-agrarian power in the world" [1]. The first monopolists and oligarchs are celebrated as folk heroes; on the other hand, there is a massive impoverishment of society.

Changes in the economy could not but affect the spiritual sphere. The thoughts of the average American boil down to the desire to make a fortune at any cost. An era is coming when getting rich is considered a goal and a calling in life. The establishment of a period of mercantilism and triumphant pragmatism gives rise to anti-artism as a characteristic feature of a certain part of US literature of that time [1; p.514]. The "Gilded Age" inherits the previous era of Romanticism, witnessing its degeneration into a "genteel tradition". They are fought by adherents of new forms of artistic thinking, to which Crane joins. The most consonant with the author's ideas about the method of abandoning outdated, in his opinion, romantic norms in literature turns out to be "veritism," the creator and theorist of which was H. Garland [2]. He sees the artist's new role as a truthful description of all aspects of reality based on the author's life experience. In an effort to achieve this goal, S. Crane in his works combines artistic techniques characteristic of romanticism with realistic ones, impressionistic ones with naturalistic ones, etc. Already during his lifetime, S. Crane's fame as an experimenter was established, but because of this, his works caused distrust among most critics and for a long time were not the subject of serious research.

Stephen Crane's creativity in literary criticism

S. Crane lived a short life and began writing at an early age of fourteen. This was greatly facilitated by the

journalism studies of Stephen's mother and brothers and sisters. The writer's literary career began with the publication of the story "Uncle Jake and the Bell Handle" in 1885, a little later the collection "Sullivan County Sketches" and some other works appeared. But fame came to S. Crane only in 1895 after the publication of the novel "The Red Badge of Courage". In a relatively short period (Crane actively wrote for about 15 years), he created a large number of works, mainly in a small genre, but the most successful, without exaggeration, can be considered the short stories written after 1897.

During his lifetime, S. Crane's talent was perceived in different ways: a famous journalist, a well-known writer and poet. After the writer's death in 1900, it was as if he had been completely forgotten. But, starting from 1921, interest in the writer's work and life was renewed. On the 50th anniversary of Crane's birth, a commemorative plaque was placed on the public library building in his hometown of Newark, which currently houses the Stephen Crane Archives. It contains the pedigree and photographs of his family, more than 100 letters, about 200 articles and newspaper clippings.

At the same time (1923), the first biography of Crane appeared, published by Thomas Beer [3]. However, many researchers such as Th. Cross, Gandal, Keith and others accused the author of myth-making dispute the factual accuracy of this book [4;5]. V. Starett spoke more kindly about this work: "Mr. Beer's excellent research is far from a documentary biography" [6].

After World War II, a large number of monographs appeared devoted to various aspects of S. Crane's work. All these studies can be divided into several groups. First of all, literary biographies should be highlighted, where, along with a description of the facts of the writer's personal life, some aspects of his works are considered. As a rule, the authors of these books do not set themselves the goal of making a detailed literary analysis of the works, but turn to the most characteristic and important moments of S. Crane's work. This group includes the works of American and European scientists J. Berryman [7], J. Cazemajou [8], J. Colvert [9], R. Franchere [10], K. Linson [11], B. Knapp [12] which, together with biographical material, examine Stephen Crane's novels and short stories from different points of view. Many of them pay special attention to the late works of the writer. An important place in this group is occupied by a detailed biography of Robert Stallman. Professor Stallman's remarks on religious symbolism, irony and style of Stephen Crane are emphasized in this work [13].

The second group of works is mainly analytical. The first among them is considered to be the fundamental work of Lars Ohnebrink, published in 1950. And although the Swedish scientist's research was devoted to the emergence of naturalism in American literature and examined the work of several authors, he paid a lot of attention to the works of S. Crane. The researcher provides an analysis of Crane's creativity and his "literary credo." In general, the study is comparative in nature, therefore, in the study, Crane is compared with Zola, Turgenyev, Tolstoy and Ibsen, respectively [14]. But it

seems that the naturalistic tendency in Crane's works is unnecessarily exaggerated by the author.

D. Hoffman's book "The Poetry of Stephen Crane" appeared a little later in 1957. In it, the author examines mainly Crane's poems, making interesting comments about the impressionism and symbolism of the writer, and comparing them with the prose of Crane himself, as well as his predecessors (E. Poe, Beers, Hawthorne and others) and his followers, mainly E. Hemingway [15].

A great contribution to the study of Crane's legacy was made by E. Solomon, whose study "From Parody to Realism" contains many interesting ideas about the progressive movement of Crane's work towards realism. However, sometimes his observations are limited due to the fact that they are derived from one single thesis about the parodic nature of all the writers' novels and short stories [16].

Some results in Crane studies in the 60s were summed up by Donald Gibson's book "The Work of Stephen Crane" (1968) [17]. It examines all the main works of the writer. According to Gibson, Crane did not have a clearly defined philosophical concept, but he was sensitive to all the trends of the last decades of the 19th century. Therefore, his analysis is distinguished by an increased emphasis on the naturalism and determinism of S. Crane. According to the critic, "The Open Boat" deserves the highest rating.

The 70-80s were the most fruitful for Crane studies. Literary scholars actively developed the ideas of their predecessors and expressed their own thoughts. In this regard, the work of Milne Holton (1972) [18] is indicative, whose study represents a detailed analysis of most short stories and novels by an experienced critic. Based on the clarification of the differences between a person's understanding of reality and reality as such, the author finds that a distinctive feature of S. Crane's reality is the indifference of nature to the fate of man. Much of Holton's analysis is based on the connection between Crane's fiction and journalistic articles, and this is his undeniable merit. At the same time, Holton, in our opinion, unnecessarily pushes the issue of Crane's connection with absurdist ideas. Similar to this concept is the point of view of M. LaFrance [19], who makes the connection between the external world and human experience, the world of facts and ethical standards of behavior, the basis of his interpretations of S. Crane's central stories.

Thomas Gullason is actively developing Crane themes; he not only publishes the works of Stephen Crane, but also prefaces them with introductory articles and interesting comments. Gullason highlighted the features of Crane's poetics: impressionistic style, cinematic style of presentation, use of symbolism and tragic perception of reality [20].

F. Bergon made a serious contribution to the study of Crane's legacy, giving a detailed analysis and high appreciation of the writer's style. His small but informative monograph offers rich material for both citation and polemics [21].

A major study, moreover, entirely based on the material of short stories and novellas, was the book by Chester Wolford, published in 1989. The author offers

an overview of almost all of Crane's works in the short story genre. A clear merit of the scientist can be considered the emphasized attention to works of short prose that were ignored before him; in addition, the publication contains a selection of letters and excerpts from critical articles related to Crane's short stories. At the same time, the desire to consider as many works as possible led, in our opinion, to a formal review of individual stories. The basic concept of the study is not always indisputable: "the conflict of chaos and order," expressed in the nihilism and skepticism of the writer [22].

It should be noted that interest in studying the legacy of Stephen Crane continues unabated abroad. Over the past decade, many articles have been published in specialized literary journals; several dissertations on Crane topics have been defended in the USA and Europe. In order to mark the centenary of the publication of "The Red Badge of Courage" in 1995, a number of new publications appeared.

Psychological analysis of S. Crane's "Maggie: A Girl of the Streets".

From the first works in the creativity of naturalist Stephen Crane, main themes emerged are: the life of urban slums; the tragedy of war; children's deprivation; human degradation. The reader can observe all these themes described in a unique work named "Maggie: A Girl of the Streets" (1893) by S. Crane. "Maggie: A Girl of the Streets" is the story of a young worker who is driven to work by the icy indifference of her neighbors. Publishers rejected the book, and Crane published the story at his own expense under the pseudonym Johnston Smith.

There is no development in the character of Maggie; Crane's story was born in a different cultural tradition, and its genre model was not a biographical novel at all, but an edifying story, which was popular in Puritan America - about bad boys who end their lives on the gallows, or girls of bad behavior who die because of their mother. True, the moral meaning in Crane's story is radically changed. The essence of Maggie's tragedy lays not so much in the monstrous influence of the environment, but in the weakness of the individual. The writer wanted to show the poverty experiment. He tried to make it obvious that the root of life was a kind of moral cowardice. The worst thing about Maggie's fate is not that she became a prostitute, but that she has no independence and self-confidence. She has lost confidence in herself - it was this spiritual support that Crane called "courage." Maggie is presented in the story only as an object of violence, seduction and deception; she lived her short life without discovering her own self. The heroine only before her death realizes that those around her see in her only a thing that they want to possess. Maggie can't even do that.

S. Crane's important discovery in his first story was, of course, the style and methods of presenting people, things, and events. The pervasive irony of the narrative immediately attracts attention. "Maggie" is "the first ironic story to come from the pen of an American writer. Crane's irony is very diverse. First of all, it is burlesque, or the ironic-comic incongruity of high sayings in the description of everyday and base objects.

Such epic concepts as "honor", "glory", "battle", "champion", etc., are combined with street slang, and lush rhetorical turns ("cyclone of violence and volcano of vulgarity") stand next to simple and accurate descriptions of the actions and experiences of characters, religious vocabulary used to describe inappropriate objects.

Another type of irony is the discrepancy between real facts and the characters' perceptions. For example, Pete's vulgar and wretched appearance, his rude manners and words are described, and Maggie sees in him a gentleman from decent society, a knight and a hero. Such kind of men embody the heroine's fall down the social ladder, from the splendor of respectable restaurants and theaters into the darkness of unlit and poor neighborhoods, from the noise of the city into the silence of nothingness. This important motif runs throughout the book and reaches its climax in the final scene, when Maggie's mother, a drunkard and brawler, a regular at cheap bars and police stations, "forgives" her errant daughter. S. Crane shows how distorted reality is in the stereotypes of current morality, which are embodied by both philistine gossip and church sermons. Finally, there is a deeply tragic irony in the story, the essence of which lies in the glaring discrepancy between the objective course of events and the aspirations of the heroes.

The climax of the story is Maggie's death. It is given indirectly and also impressionistically. Death itself is not described, but in the last paragraph of the chapter the corresponding words are used twice - in the description of color and sound: "the deadly black color of the river" and "the various sounds of life, which at a distance seemed joyful and inaccessible, were barely heard and died in silence" [23]. Nothing else is said in the text, so the reader remains in the dark about what happened - suicide or violence that ended in murder, as hinted at by the image of the last of the men the heroine met.

It is worth noting the mastery of artistic detail in the final scene. The brother informs his mother of Maggie's death, and she, "with her mouth full," "continues eating" and begins to cry as soon as she finishes her coffee. Here the first detail appears in her words - her daughter's children's shoes; the mother mentions them at least four times, and then picturesquely takes them out of the other room. And these shoes take on a symbolic meaning. The role of another leitmotif of the finale is played by the phrase - the question of the neighbors who have come running: "Will you now forgive your ungrateful, bad daughter?" The sad fate of the heroine looks distorted and stupid in this standard formula - it is strange to ask for forgiveness from a mother who pushed her daughter to death with cruelty and indifference. The tragic irony of these exclamations reaches its limit in the last lines of the story - the mother suffers, but how wildly and absurdly the hackneyed formula sounds in her mouth: "I forgive her! I forgive her!" [23].

Conclusion. An analysis of the stories of the first decade of Crane's creative activity showed that at first the writer followed the tradition of an action-packed short story, but already in that period he paid more and

more attention to the motives of human actions, to the psyche of the “little man.”

Over time, the writer’s interest in the psychological development of the plot leads to the fact that chance, as the basis of the short story genre, although important, plays a sinister, tragic role. Violent death in the lives of heroes becomes not only possible, but sometimes also an inevitable reality. This is largely explained by the author’s worldview and the peculiarities of his contemporary spiritual and socio-economic situation.

The complication of the image of a person occurs due to the gradual displacement of external action in his prose and the transfer of the main emphasis to the depiction of an internal event, closely related to the perception of the surrounding world. While allowing for the life-like self-development of an artistic character, Crane at the same time focuses all his attention on depicting one or more aspects of human psychology.

The author gradually enlarges the features of the “little man,” emphasizing a particular quality in each work. Starting with the depiction of masks - “little man”, “fat man”, “quiet man”, usually gripped by fear or undergoing initiation – S. Crane over time introduces new types - “sage”, “courageous hero”, “business man”.

Conventionality in the portrayal of the hero fades into the background, although it does not completely disappear, because Crane did not set himself the goal of delving into human psychology or creating complex characters. At the same time, depicting the types of hero taken from one perspective - “believer”, “preferring self-deception”, “man of honor”, etc. - the author does not simplify them to the monotony of portraits. He manages to write out the subtle nuances of a person’s experiences.

S. Crane's personal experience undoubtedly enriches everything he wrote. The autobiographical makes its way through individual features and episodes both in short stories and in poetry. We owe the biographical component the appearance of such images as “officer” in short stories and “believer/Christian”, as well as “poet” in lyrics. Some features of the hero in his prose and poetry allow us to conclude that he is endowed with clearly defined national characteristics. In the novel it is self-sufficiency, individualism, selfishness. In the lyrics we can talk about a hero who prescribes standards of behavior for himself and in one way or another opposes tradition.

It seems that in the image of a person emerging in the corpus of prose and verse under study, some features common to the hero of works of both genres can be traced. These, in our opinion, can include naivety, cowardice, arrogance, and complacency. Crane is a wonderful master of irony, which is manifested in the creation of images of the listed characters. The traits of an ideal hero - stoicism, courage, a high understanding of duty and honor - characterize the images of characters in short stories and poems. An in-depth psychological analysis of the experiences of S. Crane’s “little” hero is accompanied in his short stories by an appeal to the technique of internal monologue. S. Crane is deservedly considered today one of the first writers to use elements of the stream of consciousness technique.

With their help, the short stories highlight the paradox of a situation common in Crane's short stories, when the protagonist himself becomes a source of chaos. This technique maintains tense uncertainty, the effect of duality of what is happening, so characteristic of S. Crane’s artistic world.

In addition, as evidenced by many literary scholars, S. Crane’s merit is seen in the fact that he was one of the first to attempt to describe reality in terms of the well-known trinity: a lonely person, an indifferent universe and the feeling of confrontation that arises between them.

References

1. Ivanik, A.I. The main trends in the formation of the genre synthesis of the novel and short story in US literature at the end of the 19th and beginning of the 20th centuries. // Current issues in the theory and history of foreign novels of the 17th-20th centuries. Dnepropetrovsk, 1984. p.102-107.
2. <https://www.britannica.com/biography/Hamlin-Garland#ref112052>
3. Beer, Th. Stephen Crane. A Study in American Letters. N.Y.: Knopf, 1923. 248 p.
4. Cross, Th. Hawthorne, Melville, St. Crane. A Critical Bibliography. N.Y., 1971.301 p.
5. Gandal, Keith L. The Spectacle of the Poor: Jacob Riis, Stephen Crane and the Representation of Slum Life. Dissertation Abstracts International. 1991 Oct, 52:4,1329A DAI No.: DA9126568. Degree granting institution: U. Of California, Berkeley.
6. Starret, Vincent. Introduction // R.W. Stallman. Stephen Crane. A Critical Bibliography. Ames: Iowa State Univ. Press, 1972. - pp. XXXI - XXXVI.
7. Berryman, John. Stephen Crane (American Men of Letters Series). N.Y.: William Sloane Associates, 1950. 347 p.
8. Cazemajou, Jean. Stephen Crane. Minneapolis, 1969. 47 p.
9. Colvert, James B. Stephen Crane. N.Y.: Harcourt Brace Jovanovich, 1984. 204p.
10. Franchere, R. Stephen Crane. The Story of American Writer. N.Y., 1961. 218p.
11. Linson, Corwin Knapp. My Stephen Crane. Ed. Edwin Cady. Syracuse, N.Y.: Syracuse Univ. Press, 1958. 115 p.
12. Knapp, Bettina L. Stephen Crane. N.Y.: Ungar, 1987. 198 p.
13. Stallman, R.W. Stephen Crane. A Critical Bibliography. Ames: Iowa State Univ. Press, 1972. 642 p.
14. The Beginnings of Naturalism in American Fiction. A Study of the Works of Hamlin Garland, Stephen Crane, and Frank Norris, with Special Reference to Some European Influences, 1891-1903. Lundquistska 1950.
15. Hoffman, Daniel G. The Poetry of Stephen Crane. N.Y., Columbia Univ. Press, 1957. 304 p.
16. Solomon, E. Stephen Crane. From Parody to Realism. Cambridge (Mass.), 1966. 301 p.
17. Gibson, Donald B. The Fiction of Stephen Crane. Garbondale, Southern Illinois Univ. Press, 1968. 169 p.

18. Holton, Milne. Cylinder of Vision; the Fiction and Journalistic Writing of Stephen Crane. Barton Rouge, Louisiana State Univ. Press, 1972. 353 p.
19. La France, M. A Reading of Stephen Crane. Oxford, 1971. 272 p.
20. Gullason, Thomas A., ed. Stephen Crane's Career: Perspectives and Evaluations. -N.Y.: New York Univ. Press, 1972. 532 p.
21. Bergon, F. Stephen Crane's Artistry. N.Y. - L., 1975. 174 p.
22. Wolford, Chester L. Stephen Crane: A Study of the Short Fiction. Boston: Twayne Publishers, 1989. 154 p.
23. <https://pdcrodas.webs.ull.es/naturalismo/CraneMaggieAGirlOfTheStreets.pdf>.

Фараджева Айгюн Али,
Диссертант, преподаватель
Азербайджан, Гянджинский Государственный Университет
<https://doi.org/10.5281/zenodo.13254528>

«ПРОШЛЫЕ ДНИ» КАК ПРЕКРАСНЫЙ ОБРАЗЕЦ МЕМУАРНОЙ ЛИТЕРАТУРЫ

Farajova Aygun Ali,
Ph.D., student, lecturer
Azerbaijan, Ganja State University

"THE PAST DAYS" AS A PERFECT EXAMPLE OF MEMOIR LITERATURE

Аннотация:

В статье рассматривается произведение Али Назми «Прошлые дни» как прекрасный образец мемуарной литературы. Отмечается, что произведение, помимо того, что оно является художественным произведением, должно оцениваться еще и как произведение, проливающее свет на отдельные моменты примерно сорокалетнего периода азербайджанской культуры, литературы и общественного мнения. Это произведение является одной из прекраснейших жемчужин не только творчества Али Назми, но и азербайджанской мемуарной литературы в целом. Описанные здесь воспоминания, отличающиеся своей объективностью, сохраняют свое значение и сегодня для того, чтобы прокомментировать ряд вопросов описываемого периода и прояснить спорные проблемы.

Abstract:

The article examines Ali Nazmi's work "The Past Days" as a perfect example of memoir literature. It is noted that the work, in addition to being an artistic work, should also be evaluated as a work that sheds light on certain moments of the approximately forty-year period of Azerbaijani culture, literature and public opinion. This work is one of the most beautiful pearls not only of Ali Nazmi's creativity, but of Azerbaijani memoir literature in general. The memories described here and distinguished by their objectivity retain their importance even today in order to comment on a number of issues of the described period and to clarify controversial problems.

Ключевые слова: «Прошлые дни», мемуарная литература, воспоминания, Али Назми, «Молла Насреддин», Джалил Мамедгулузаде

Key words: "Past days", memoir literature, memories, Ali Nazmi, "Molla Nasreddin", Jalil Mammadguluzadeh

It cannot be denied that the works written on the basis of memories have an invaluable role in the study of the lives of historical figures and writers, and the memories of Jalil Mammadguluzade, Omar Faig Nemanzade, Hamida Khanum Mammadguluzade, Abdulla Shaig, Aziz Sharif, Mammad Said Ordbadi, and others in Azerbaijani literature are the literary and literary works of the 20th century. are valuable examples that reflect the social environment. "This list can be expanded by adding collections of memoirs about J. Mammadguluzade, M. A. Sabir, H. Javid and others" [2, p. 5]. When considering the works written from the "Memoirs" series, which are valuable examples of memoir literature, it becomes clear that several of them have already been published as separate books and given to the literary and scientific community, and some of them have been published in various media outlets, although not in full, but in parts and some remain in manuscript form in various foundations and private archives.

About sixty years after the writing of Ali Nazmi's work "Past Days", it is the only large-scale poem memoir that was transliterated, printed and elegantly published as a result of the hard work of Elmira Gasimova, a textual scholar, doctor of philosophy in philology, docent. In the "Foreword" written to "Kechmish Günlar", E. Gasimova notes: "The imperfect and untidy copy of the manuscript of the

work is in the personal archive of the poet at the Institute of Republican Manuscripts (REI. Arch. 12, p.v. 50), the face has been copied, and the complete copy is in Nizami's Literature It is in the scientific archive of the Institute (Inv. No. 196). It turns out that the author worked on the copy in the Institute of Manuscripts - the first version, and transferred the neat copy to the scientific archive of the Institute of Literature. This work, written in the Arabic alphabet in the author's own handwriting on large-format (29 x 20) paper, consists of 130 pages - "4178 lines" according to the poet's own record. The work is written in eleven, rhymed in pairs (aa, bb, vv...). Writing the work to the poetess prof. At the end of the manuscript recommended by Mir Jalal Pashayev, there is a note written by Aziz Mirahmedov, a correspondent member of AR NAS:

"This memoir was written in 1944 by order of Mir Jalal. The author's set is linear 5500 (five thousand five hundred) m. was given. M. Aziz" [2, p. 5].

It turns out that this work was written or completed in 1944, but the note "1932" made by A. Nazmi at the end of the manuscript gives reason to think that the year of writing of the work should be moved forward a bit, and maybe the author reworked the work. In 1944, he improved it. This voluminous verse work serves the desire to enrich our treasure of memoir literature by providing information about the press history, literary

environment, social and political events of Azerbaijan from the 80s of the XIX century to 1932 and to bring it to a wide readership.

Our observations suggest that the "Old Days" memorial has provided materials related to the publication of more than 100 prominent personalities of the time, up to 40 newspapers and magazines, most of which can be considered relevant facts and materials for today.

Each memoir-memoir is created on the basis of the author's own life experience, the method of approaching social and political events that he has directly seen, heard, witnessed and participated in, through the prism of logic, thought, thinking and worldview. The value of the work "Past Days" is that A. Nazmi does not rely on other people's memory or what he heard from others in his interpretation of information about events, personalities, etc. He directly writes down the events that he witnessed and participated in. Until now, in the studies on the history of the press, the constant reference to the work "The Past Days" to confirm this or that opinion has come from this belief. A. Nazmi selected and showed typical events for the period, did not allow artistic fiction and fantasy in the description of existing life realities, tried to be as accurate as possible and was successful based on this [3, p. 19].

"Past Days" is first of all a rich source of material for the study of the poet's own life, creativity, social activity, worldview, view and position on these or other events. "Past Days" is valuable as a biography written by A. Nazmin himself. It is no coincidence that F. Huseynov, in his monograph dedicated to the study of A. Nazmi's life and activities, referred to the poet's "Bygone Days" as a whole and used it as a reliable source. [3, p. 19].

"Past Days" by Ali Nazmin, which covers a period of almost 50 years without hesitation and courage, and provides full information about many events and personalities of the time, is one of the most comprehensive examples of memoir literature that reflects the socio-political and literary processes of its time.

The verse memoir "Past Days" covers the events from 1878 to 1932, when the poet was born. The first sections of the memoirs: "The past days", "My mother's story", "The land situation in the village", "My father's death", "We read the Koran from the Mullah", "My housework" [2, p. 1-10] in the years 1878-1898 the events in the poet's life were reported. Since these are directly related to the poet's date of birth, childhood years, family circumstances and the village of Sarab where he was born, the occupation of the people living in the village, and we have provided information about this in the "Life of Ali Nazmin" section of the dissertation, we do not need any further comments. We tentatively consider the pages where this information is collected as the first part of "Memories".

"Memories" include "How did I go to Bukhara", "Visit to Bukhara", "Book occupation", "The first time I saw a newspaper", "The first time I wrote a poem", "Visit to the old city of Bukhara", "Shirbuddin", " In sections "Samarkand trip" [2, p. 10-24], the author

joined one of his fellow villagers living in Bukhara, who came to Sarab after thirty years, and went to Bukhara, the days he spent there, the events he encountered and what he was involved in. These parts are conditionally can be called a section second.

The information in this section is mainly related to the poet's personal life and is more biographical in nature. It is true that here he was introduced to the newspapers "Sureyya" and "Hikmet" for the first time, the news he saw in Bukhara and Samarkand, the "Ulugh Bey", "Shahizinda", "Teymur" (Amir Teymur's mausoleum) mausoleums, and the visit to Amir Teymur's grave are also given here. and these were able to add public notes to the content of "Memories", even if only partially.

Conventionally, the third chapter of "Memories" begins with the author's return from Bukhara to Sarab, his native village, and covers the years of his visit to Tiflis where he met Mohammad Agha Shahtakhtli, Jalil Mammadguluzade and Omar Faig Nemanzade - 1900-1904. If the articles included in this section under the headings "I want to run away from the village", "They married me" are only related to the author's biography [1, p. 24-26], the following sections are of a more public nature and help to clearly understand a number of events that took place during those years.

In the articles under several titles ("Russian-Japanese trip", "False declaration of freedom", "Asari-renaissance in the Turks"), the author provides information necessary to understand the general picture of the period. , "Jalil Mammadguluzade", "Umar Faig Nemanzade", "Mohammed aga Shahtakhtinsky's printing house", "Mailbox", "Mohammed aga leaves Tbilisi at the call of Baku intellectuals", "Mirza Jalil and Omar Faig's purchase of the "Eastern-Russian" printing house", In the sections "Russian magazine "Kukureku", "Meeting Mirza Jalil and Faig" [2, p. 31-40], it provides very valuable information about our literary opinion at the beginning of the 20th century, as well as the history of our press, about which there is enough information in our historiography and literary studies are given and their importance is shown.

Among the memoirs, there are those that are related to the author's personal life, but also reflect the characteristics of the environment, and there are also those that have the effect of a historical document and serve to clarify a number of controversial issues. We would like to name a few memories that have more political and literary significance: "How did the participation of Honorable Sabir in "Molla Nasreddin" begin", "The unknown postman", "In the footsteps of the unknown postman", "The gathering of writers around "Molla Nasreddin", "Mirza Persecution of Jalil and Faig", "Faig's arrest and exile from Tiflis", "Plot to kill Mirza Jalil", etc. [2, p. 47-57].

Each of the memories whose names we have mentioned, certain controversial issues related to "Molla Nasreddin" magazine, M.A. Sabir, J. Mammadguluzade, O.F. Nemanzade, sound logical and true because they are directly told by a living witness of the events.

We learn from the memoirs that while Ali Nazmi was living in Ganja, he received a letter from Tiflis

from the office of "Molla Nasreddin". With this letter, he was invited to Tiflis to work in a magazine, but the author could not accept this offer, thinking that he would not be able to provide for his family. It is true that he went to Tiflis and met Rotter, the cartoonist of the magazine, and Kamal Unsizade from Shamakhi, who published the weekly newspaper "Mazhar" while in Tiflis.

We learn from the memoirs that he first met Ali Bey Huseynzade in 1907 in Ganja. In the memorial "Meeting Professor Ali Bey Huseynzade" we read:

*Doqquz yüz yeddidə Gəncədə bir gün,
Bəzi rəfiqlərlə görüşmək üçün
Hatiflə keçirdik bazar başından
Birdən Hatif durdu verərək nişan:
-Bax, - dedi, - o gələn Əli bəydir, dur,
Türklərdə yeganə alimdir məşhur [3, p.61-62].*

A certain part of Ali Nazmin's memories is related to his participation in magazines and newspapers published in Baku in 1909-1915 and his acquaintance with the writers who had a certain weight in the literary environment of that period.

In the memory of "My participation in the magazines published in Baku", he mentions the names of "Bahlul" and "Kalniyyat" magazines, which were published under the influence of "Molla Nasreddin", and mentions the founders of "Zanbur" "Sahibimtiyaz Dr. Abdulkhali", artists and writers Azim Azimzadeh and Murtaza Bey Palvandov. The poet who wrote about his meeting with Gafur Rashad [2, p. 65-66], in his memoir "I write in Mazali" also mentions his activities in the magazine "Mazali" edited by Hashim Bey Vazirov and states that after writing a poem about money in the magazine, H. Vazirov besides printing the poem, he also sent him 20 manats by mail. The poet describes that moment as follows:

*Məktubla birlikdə iyirmi manat,
O, pul da etmişdi poçt ilə bərat.
Bu ilk pul idi ki, yazıdan aldım,
Fikr etdim bir müddət, həm məmnun qaldım [2, p. 67].*

It should be recalled that Ali Nazmi's seven-point satire "Money" was published in the 12th issue of "Mazali" magazine dated 1915 under the signature (..O..).

It is known from the memoirs that Ali Nazmi participated in "Mazali" as well as "Tuti" and "Babayi-Amir" magazines, and in those years he met Ali Razi Shamchizade and Dadash Bunyadzade.

In the memoirs, Adib's meetings with Salman Mumtaz, Muhammadali Sidgi, Aligulu Gamkusal, business alliances, and his participation in "Molla Nasreddin" were widely reflected.

Among the most interesting memories and necessary to clarify a number of issues, it is necessary to mention those related to Muhammad Hadi. The author summarized his memories about M. Hadi in the memoirs "Dikaya division" (Wild faction), "Geyran milk", "Gift 200 manats to Hadi" and "News of Hadi's death" under the general title "Meeting with Muhammad Hadi Abdul Salimzadeh Shirvani" [2, p. 86-94].

Ali Nazmi, who sums up the events in Azerbaijan until 1920 with his memoirs "The death of Abbas Sahhat in Ganja", "The news of Qamkusal's death" [2, p. 94-96], shares his thoughts about the revolution that took place in Russia in 1917 in his memoir "October Revolution". He mentions the names of Lenin, Stalin, Kolchak, Wrangel, Denikin, and finally states that the April 1920 coup in Azerbaijan was the result of this revolution.

In the later parts of the memoirs, the author gives information about the Ganja uprising of 1920 and Jalil Mammadguluzade's move from Tiflis to Tabriz. We can clearly observe this situation in his memoirs titled "Serving in the office that takes care of refugees", "I am learning to be a teacher", serving in "Yeni Ganja", "Food administration", re-publishing of "Yeni Ganja", etc.

Ali Nazmin's memoirs show that after the publication of "Molla Nasreddin" magazine resumed in Baku, he was invited to Baku by Jalil Mammadguluzadeh, but he did not accept this invitation. With the encouragement of others, he agreed to move to Baku, worked in "Kommunist", "Kandli", "Yeni Yol" newspapers, met Ruhulla Akhundov at "Baku Fahla Cooperative Publishing House", and finally, he was appointed as the secretary of "Molla Nasreddin" magazine and worked in this position until the magazine stopped its activity.

In "Memories" there are also hints about the book "Sijimgulunama" published in 1927, published in "Azernashr" in 1930, although the title is not shown.

The last sections of "Memories" are "Mirza's illness", "Molla Nasreddin's imprisonment", "Mirza Jalil's death" are directly related to Jalil Mammadguluzadeh.

Our research suggests that in order to learn the environment, life and support path of each artist, along with what is written about him, his works, especially his memories, are important. Thus, we come to the conclusion that Ali Nazmin's work "The Past Days" should be evaluated not only as a work of art, but also as a work that sheds light on certain moments of the approximately forty-year period of Azerbaijani culture, literature and public opinion. Of course, we can get precious and historical facts from this work about Ali Nazmi himself and his contemporaries, about a number of issues he witnessed.

We believe that this work is one of the most beautiful pearls not only of Ali Nazmi's creativity, but also of Azerbaijani memoir literature in general. The memories described here and distinguished by their objectivity retain their importance even today in order to comment on a number of issues of the described period and to clarify controversial problems.

Literature

1. Nazmi, A. From my memories // Literary newspaper. – 16 July 1936. – No. 16.
2. Nazmi, A. Past days: memories / A. Nazmi; transliterated and prepared for printing, author of preface, glossary and explanations: E. Gasimova, – Baku: Adiloğlu, – 2006, – 176 p.
3. Nazmi, A. Selected works / A. Nazmi. – Baku: East-West, – 2006. – 544 p.

MEDICAL SCIENCE

Imanov Elnur Adalat

Doctor of Philosophy in Medicine, Associate Professor

Mehmani Ilham Gasanaga

Doctor of Philosophy in Medical assistant

Department of Orthodontics

Kalbiyeva Nargiz Alibakhish

Department of Pediatric Dentistry Assistant

Azerbaijan Medical University

Baku, Azerbaijan

<https://doi.org/10.5281/zenodo.13254534>

FUNCTIONAL CHARACTERISTICS OF THE MASTICATORY AND TEMPORAL MUSCLES IN CHILDREN WITH DENTITION DEFECTS IN MIXED DENTITION

Abstract

Defects in the dentition during the formation of a mixed dentition occur in 17.65–50% of children. Premature removal of temporary teeth leads not only to various morphological, but also functional disorders in the dentofacial system, which initially are adaptive in nature, but over time become an etiological factor in the development of dentofacial anomalies [1, 6–9].

The purpose of the study was to study functional changes in the temporal and masticatory muscles in children with dentition defects in mixed dentition. Electromyographic studies were carried out in 40 children with dentition defects of varying extent before prosthetics and 6 months after prosthetics. All children were divided into 2 groups: group 1 consisted of 25 children with dentition defects, malocclusions and dentition, group 2 (control) consisted of 15 children with dentition defects and neutral occlusion. Electromyograms were amplified and recorded using a Stotokin electromyograph (RF) at a tape drive speed of 50 mm/s. To record electromyograms, surface electrodes with an active area of 0.5 mm were used, which were applied to the area of the muscle under study, on fat-free skin at a distance of 10 mm from each other. A grounding electrode with paste was fixed on the dorsal surface of the lower third of the forearm. Electromyograms (EMG) were recorded in a state of relative physiological rest of the lower jaw, with maximum volitional compression of the dentition, during the chewing function, as well as during dynamic loads (alternating closure of the lips, dentition, alternating protrusion of the lower jaw), static loads (maximum volitional closure of the dentition in a state of central occlusion, protrusion of the lower jaw). The most informative test for recording the function of the masticatory muscles is chewing a hazelnut kernel weighing 0.8 g. Muscle biopotentials were recorded on both sides, both on the side with dentition defects and on the healthy side (without dentition defects). Analysis of electromyograms (EMG) was carried out based on the amplitude and time characteristics of muscle work. When analyzing the electromyograms of the masticatory and temporal muscles, we determined both time parameters: • duration of the chewing period, • time of bioelectric activity, • time of bioelectrical “rest,” • time of chewing, and amplitude indicators: • EMG amplitude of the masticatory and temporal muscles. For the amplitude characteristics, the average of the three maximum amplitude values of electromyograms in the phase of bioelectrical activity of the masticatory and temporal muscles was chosen as the main value of muscle electrical activity. Amplitude indicators were expressed in microvolts. The biopotentials of

the masticatory and temporal muscles were recorded on the healthy side of the jaw, which was taken as 100%. The obtained data were used for comparison with the functional state of the masticatory and temporal muscles on the side with a dentition defect. Time parameters of electromyograms were expressed in seconds. 140 electromyograms were analyzed. A comparative analysis of electromyograms of the masticatory and temporal muscles obtained from children with dentition defects of varying extent before prosthetics allowed us to identify varying degrees of functional disorders. Thus, with small defects in the dentition (1 temporary tooth is missing), the amplitude of the electromyograms of the masticatory muscles was reduced by 206.4 mkv and amounted to $53.5 \pm 9.90\%$ of the amplitude of the electromyograms of the masticatory muscles on the side without a defect in the dentition, in children with large defects in the dentition (3 or more temporary teeth are missing) - by 211.2 mkv ($47.8 \pm 9.9\%$) compared to the healthy side. The amplitude of the electromyograms of the temporal muscles on the side with a dentition defect during chewing was also reduced compared to the healthy side: in children with small dentition defects by $102.5 \mu\text{V}$ ($61.5 \pm 9.70\%$), in children with large dental defects rows - by 122.7 mkv ($57 \pm 9.8\%$) compared to the side without a dentition defect. The amplitude of the electromyograms of the masticatory and temporal muscles ranged from 163.5 to 444.7 mkv. The amplitude of the electromyograms of the masticatory and temporal muscles during chewing was greater than when closing the dentition, since during chewing the masticatory muscles expended additional contraction force due to the absence of temporary teeth. However, with maximum volitional compression of the jaws, a slight increase in the amplitude of the temporal muscles was noted, which is consistent with the data of F. Ya. Khoroshilkina. The amplitude of the biopotentials of the masticatory and temporal muscles, determined during closure of the dentition, was also significantly lower than the values on the side without dentition defects. The decrease in the amplitude of muscle biopotentials is explained by a decrease in the number of muscle motor units actively involved in the contraction process during chewing, since as a result of premature removal,

temporary teeth were excluded from the chewing function. A decrease in the amplitude of electromyograms indicates a decrease in the strength characteristics of the masticatory muscles in children with defects in the dentition, which in turn is compensated by an increase in the duration of the chewing period and chewing time. Significant changes also occurred in the activity-rest cycle: the phase of bioelectrical activity on the side with a dentition defect with small defects was lengthened in the temporal muscles by 0.18 s, in the masticatory muscles - by 0.19 s; the bioelectric rest phase increased in the temporal muscles by 0.10 s, in the masticatory muscles - by 0.10 s compared to the side without a dentition defect. With large defects in the dentition, the phase of bioelectrical activity in the temporal muscles increased by 0.12 s, in the masticatory muscles - by 0.1 s, the bioelectric rest phase increased in the temporal muscles by 0.10 s, in the masticatory muscles - by 0.11 s. However, the clear rhythm of dynamic cycles (activity - rest) was disrupted: in some cases, there was a loss of bio-currents in the phase of bioelectrical activity and the appearance of additional "volleys" of bioelectrical activity in the resting phase. During the entire period, right up to swallowing, chewing was performed on one familiar side (without dentition defects). This fact had a significant impact on the reflex restructuring and subsequent formation of the type of chewing, making one side of the dentition predominant when chewing food. A comparative analysis of electromyograms obtained from patients before prosthetics and after replacing dentition defects with spacers and partial removable plate dentures indicated that such prosthetics helps reduce the time of bioelectric activity in the temporal muscles by 0.18 s and masticatory muscles by 0.11 s and reduces the time of bioelectric rest in the temporal muscles by 0.12 s and in the masticatory muscles by 0.13 s. Along with this, there was a decrease in the time of the entire chewing period from 21.5 to 16.5 s in the temporal muscles and from 18.9 to 17.4 s in the masticatory muscles and chewing time from 0.80 to 0.50 s in the temporal muscles and with 0.73 to 0.60 s in the masticatory muscles. As for the amplitude of biopotentials after 6 months of using partial removable plate dentures, as children adapted to the dentures, there was a gradual equalization of the amplitude of muscle biopotentials on the side with a dentition defect and on the healthy side. However, no changes in the chewing period and chewing time were detected in either the temporal or masticatory muscles in children with small dentition defects replaced by fixed spacers. In the control group of children with small defects in the dentition and with a neutral occlusion, 6 months after prosthetics with fixed spacers, there was no improvement in either amplitude or time indicators of the condition of the temporal and masticatory muscles. In children with large dentition defects replaced with partial removable laminar dentures, an increase in the amplitude of electromyograms of both the temporal and masticatory muscles was observed - by 112.5 (38.1±9.71%) and 225.4 μV (54.5 ±9.95%) respectively. The time of bioelectrical activity in the temporal muscles decreased by 0.15 s

and the masticatory muscles by 0.17 s, and the time of bioelectrical rest in the temporal muscles decreased by 0.13 s and the masticatory muscles by 0.10 s. In addition, chewing time and the time of the entire chewing period were reduced - in the temporal muscles by 0.19 and 2.11 s, in the masticatory muscles - by 0.10 and 2.15 s, respectively. Thus, dentition defects in children with a mixed dentition cause significant functional disorders in the temporal and masticatory muscles. The neuro-reflex regulation of the activity of the masticatory and temporal muscles is disrupted. The force of contraction of the masticatory and temporal muscles decreases, the phase of bioelectrical activity and bioelectrical rest increases, and the symmetry of chewing is disrupted (the child chews on the healthy side). A decrease in the duration of the chewing period and the number of chewing movements 6 months after replacing dentition defects with partial removable laminar dentures showed that prosthetics helps restore neurodynamic processes in the masticatory and temporal muscles, improve the flow of bioelectric processes in the masticatory and temporal muscles during chewing, and as a result, chewing the pressure is evenly distributed between the mucous membrane of the alveolar processes and the teeth. The bioelectrical activity of the masticatory and temporal muscles increases significantly, and the time characteristics improve compared to the initial data. A significant increase in the biopotentials of the masticatory and temporal muscles is revealed compared with the indicators before treatment.

References

1. Alimova M.Ja. Klinika, profilaktika i lechenie anomalij i deformacij, vyzvannyh rannim udaleniem vremennyh zubov: Avtoref. dis. ...kand. med. nauk. — Voronezh, 2000. — 26 s.
2. Erohina I.G. Jelektromiograficheskoe issledovanie zucheljustnoj sistemy u detej 4–6 let pri ortognaticheskom prikuse: Avtoref. dis. ... kand. med. nauk. — M., 1981.
3. Omarov O.G., Persin L.S., Omarova H.O. // Stomatologija. — 2002. — №3. — S. 49–50.
4. Persin L.S., Ushakova I.V. Jelektrofiziologicheskie issledovanija v klinike stomatologii detskogo vozrasta. Metod. rekomendacii. — M., 1980. 5. Persin L.S., Farizova E.N. Metodika registracii jelektromiogramm myshc cheljustno-licevoj oblasti, ih rasshifrovka i analiz na komp'jutere. Metod. posobie. — M., 1991.
6. Persin L.S. Ortodontija. Diagnostika, vidy zucheljustnyh anomalij. — M., Ortodent-info, 1999. — 273 s.
7. Tagvimi Farid. Ortodonticheskoe lechenie pacientov s rannej poterej vremennyh zubov: Avtoref. dis. ... kand. med. nauk. — M., 2001. — S. 19.
8. Tril' S.I. Klinika, diagnostika i ortopedicheskoe lechenie vkljuchennyh defektov zubnyh rjadov u detej i podrostkov: Avtoref. dis. ... kand. med. nauk. — Kiev, 1992. — S. 19.
9. Horoshilkina F.Ja. Rukovodstvo po ortodontii. — M., 1999.

Kyrychuk Karina Serhiivna

5th year student, specialty "Medicine 222"

Bukovyna State Medical University

Chernivtsi, Ukraine

Buryniuk- Hloviak Khrystyna Petrivna

Bukovinian State Medical University

PhD, Assistant of Department of Pediatrics and Children Infectious Diseases

of, Teatralna Sq., 2, Chernivtsi, Ukraine

HEMOLYTIC-URETIC SYNDROME CAUSED BY THE TOXIN OF SHIGA (LITERATURE REVIEW)

Introduction. *Thrombotic microangiopathies (TMAs) are a group of diseases characterized by microangiopathic hemolysis, thrombocytopenia, and thrombus formation leading to tissue damage. Traditionally, TMA has been classified as either thrombotic thrombocytopenic purpura (TTP) or hemolytic uremic syndrome (HUS) based on clinical presentation, with the former predominating in neurological involvement and the latter in acute renal failure. [1]*

Key words: *microangiopathy, hemolysis, thrombocytopenic purpura, hemolytic uremic syndrome, pregnancy.*

The term thrombotic microangiopathy (TMA) refers to a group of diseases characterized by endothelial dysfunction and the formation of platelet- and fibrin-rich thrombi in small blood vessels. As the thrombus forms, consumption of platelets and mechanical destruction of erythrocytes occur, resulting in typical hematological manifestations of TMA, thrombocytopenia, and microangiopathic hemolytic anemia (formation of schistocytes, increased lactate dehydrogenase, and decreased haptoglobin).

Previously, TMAs were classified according to their clinical presentation with predominance of neurological symptoms in thrombotic thrombocytopenic purpura (TTP) and acute kidney injury (AKI) in hemolytic uremic syndrome (HUS). However, the clinical features of TTP and HUS overlap significantly, and the diseases are now classified based on etiology. [1,2]

The classification of hemolytic-uremic syndrome is more complicated, since the clinical picture corresponding to HUS can occur in a wide range of clinical scenarios. Most cases (90%) occur after infection with Shiga toxin-producing bacteria, enterohemorrhagic *Escherichia coli* (STEC) or *Shigella dysenteriae*, and usually affect children. The remaining 10% of cases are traditionally grouped as atypical HUS. It should be determined that atypical HUS is not one, but many different diseases with similar clinical signs. [3] TMA with a disease pattern consistent with hemolytic uremic syndrome can occur due to hereditary disorders, acquired diseases (including malignancies and autoimmune diseases), pregnancy, severe hypertension, and in response to medication. The situation is further complicated by the interaction between hereditary predisposition to diseases and environmental factors. As a result, there is still no generally accepted classification of GUS.

Hemolytic-uremic syndrome associated with Shiga toxin-producing *Escherichia coli* (STEC-HUS) belongs to the group of thrombotic microangiopathies, a heterogeneous group of diseases characterized by a triad of symptoms:

1. thrombocytopenia,
2. mechanical hemolytic anemia with schistocytosis,

3. ischemia of damaged organs. [3,4]

It is caused by gastrointestinal infection with Shiga toxin-producing *Escherichia coli* and is also called "typical" hemolytic uremic syndrome, as opposed to "atypical" HUS, which results from dysregulation of the alternative complement pathway, and "secondary" HUS, caused by various co-conditions

HUS associated with infection with Shiga toxin-producing bacteria (usually STEC HUS) is one of the most common causes of ARF in children, but can occur at any age. Although adaptive immune responses can be detected after exposure to enteropathogenic *E. coli*, it is unclear whether they are protective, and higher infection rates in children may be a consequence of more frequent exposure. [5]

Shiga toxin-producing *Escherichia coli* are highly infectious organisms. Most often, STEC infection occurs as a result of consuming contaminated food or water. Shiga toxin-producing *Escherichia coli* has a number of properties that increase its virulence. Inherent acid resistance allows you to survive through the acidic environment of the stomach. After passing through the stomach, STEC must colonize the intestinal mucosa; this is accomplished by a series of specialized proteins encoded at the enterocyte effacement locus and ultimately leads to attachment and effacement (A/E) lesions. These damages lead to the loss of microvilli and the accumulation of actin in the host cell, anchoring the bacteria to the surface. After adhering to the intestinal mucosa, STEC begin to produce Shiga toxin.[6]

Clinical features of hemolytic-uremic syndrome in children are diverse. Abdominal pain, diarrhea (with blood in 60%) and vomiting usually occur 3 days after ingestion of the bacteria. Approximately 10% of patients exposed to bacteria develop HUS. Both pathogen (inoculum size, pathogen strain, and type of toxin produced) and host-related factors (microbiome, motility disorders and antibiotic use, inflammatory response, and possible genetic factors) influence the development of HUS. 5–10% of patients with STEC HUS will have no history of diarrhoea, emphasizing the importance of microbiological examination of all patients with TMA, regardless of history.

Kidney damage is observed in most cases, dialysis is required in 50% of cases. Recovery of kidney function after 1–2 weeks is common, and end-stage renal disease (ESRD) after the initial presentation is rare. [7]

Neurological involvement is the most common extrarenal manifestation, with seizures and decreased level of consciousness reported in approximately one-third of cases. Other areas that can be affected include the intestinal tract and pancreas, the eyes, and the heart. The mortality rate in the acute phase of the disease is approximately 2–5% in STEC HUS, but is higher when HUS occurs after *Shigella* infection. Long-term renal complications are common, with hypertension and chronic kidney disease (CKD) occurring in 25–40% of patients.

Shiga toxin-producing *Escherichia coli* can colonize the intestines of healthy animals and enter the food chain if infected meat or other food products are consumed. Pathogenic *E. coli* binds tightly to the gastrointestinal mucosa, and the toxin is translocated across the epithelium into the circulation, where it binds to circulating erythrocytes and leukocytes. [5,6,7] The toxin, which consists of one A and five B subunits, binds to globotriaosylceramide (Gb3) on the surface of target cells. It is absorbed by endocytosis and then retrogradely transported to the endoplasmic reticulum. The A subunit inhibits protein synthesis, disrupting cell function and eventually leading to cell death. The toxin also causes an inflammatory reaction, the final effect of which is the establishment of a prothrombotic state in the microcirculatory channel. The cell surface concentration of Gb3 is particularly high in the kidney, not only on the endothelium, but also on podocytes and tubular epithelium. This may explain the susceptibility of the kidney to damage, but other factors, such as high renal blood flow, may also contribute. [8]

Fecal culture should be performed in all patients with TMA, regardless of the presence of a history of colitis. The diarrhea may have stopped by the time of presentation, but bacteria can still be isolated, so a stool or rectal swab should still be sent. PCR can be performed on these samples to detect the presence of Shiga toxin genes. Positive serology for antibodies against toxin-producing *E. coli* serotypes confirms the diagnosis of STEC HUS, although it is not routinely used. [8,9]

There is currently no evidence that treatment other than supportive care, including dialysis and mechanical ventilation as needed, improves outcomes in patients with STEC HUS. The role of antibiotics is controversial, and their use has traditionally been avoided due to concerns that antibiotic treatment leads to greater release of Shiga toxin, increasing the likelihood and severity of STEC HUS. Certain antibiotics, such as macrolides and fosfomycin, reduce toxin synthesis and may reduce the risk of HUS. [9]

Eculizumab is a humanized monoclonal IgG2/4 that binds C5, preventing its conversion to C5a and C5b. Preventing this step effectively blocks the formation of the final complement pathway. Eculizumab was first approved in 2007 for use in paroxysmal nocturnal hemoglobinuria and subsequently in 2011 for the treatment of aHUS. Recent studies have shown that it is

effective and safe for the treatment of aHUS in both adults and children, although there is a significantly increased risk of meningococcal infection due to terminal complement blockade. [10]

Conclusion: Hemolytic-uremic syndrome can develop in response to a number of different triggers and in different clinical situations. Determining the cause of HUS can be difficult, but very important, as treatment and prognosis depend on accurate and timely diagnosis.

List of references.

1. Sheerin, Neil S, and Emily Glover. "Haemolytic uremic syndrome: diagnosis and management." *F1000Research* vol. 8 F1000 Faculty Rev-1690. 25 Sep. 2019, doi:10.12688/f1000research.19957.1
2. Kakoullis, Loukas et al. "Shiga toxin-induced haemolytic uraemic syndrome and the role of antibiotics: a global overview." *The Journal of infection* vol. 79,2 (2019): 75-94. doi:10.1016/j.jinf.2019.05.018
3. Joseph, Adrien et al. "Shiga Toxin-Associated Hemolytic Uremic Syndrome: A Narrative Review." *Toxins* vol. 12,2 67. 21 Jan. 2020, doi:10.3390/toxins12020067
4. Frémeaux-Bacchi, Véronique et al. "Complement Gene Variants and Shiga Toxin-Producing *Escherichia coli*-Associated Hemolytic Uremic Syndrome: Retrospective Genetic and Clinical Study." *Clinical journal of the American Society of Nephrology : CJASN* vol. 14,3 (2019): 364-377. doi:10.2215/CJN.05830518
5. Bai, Xiangning et al. "Comparative Genomics of Shiga Toxin-Producing *Escherichia coli* Strains Isolated from Pediatric Patients with and without Hemolytic Uremic Syndrome from 2000 to 2016 in Finland." *Microbiology spectrum* vol. 10,4 (2022): e0066022. doi:10.1128/spectrum.00660-22
6. Bruyand, M et al. "Hemolytic uremic syndrome due to Shiga toxin-producing *Escherichia coli* infection." *Medecine et maladies infectieuses* vol. 48,3 (2018): 167-174. doi:10.1016/j.medmal.2017.09.012
7. Wijnsma, Kioa L et al. "Unusual severe case of hemolytic uremic syndrome due to Shiga toxin 2d-producing *E. coli* O80:H2." *Pediatric nephrology (Berlin, Germany)* vol. 32,7 (2017): 1263-1268. doi:10.1007/s00467-017-3642-3
8. Loirat, Chantal. "Syndrome hémolytique et urémique: dû à *Escherichia coli* producteur de Shiga-toxines" [Hemolytic uremic syndrome caused by Shiga-toxin-producing *Escherichia coli*]. *La Revue du praticien* vol. 63,1 (2013): 11-6.
9. Walsh, Patrick R, and Sally Johnson. "Eculizumab in the treatment of Shiga toxin haemolytic uraemic syndrome." *Pediatric nephrology (Berlin, Germany)* vol. 34,9 (2019): 1485-1492. doi:10.1007/s00467-018-4025-0
10. Monet-Didaiier, Catherine et al. "Outcome of children with Shiga toxin-associated haemolytic uraemic syndrome treated with eculizumab: a matched cohort study." *Nephrology, dialysis, transplantation : official publication of the European Dialysis and Transplant Association - European Renal Association* vol. 35,12 (2020): 2147-2153. doi:10.1093/ndt/gfz158

Ratsa Veronika Volodymyrivna

Assistant department of internal medicine

Bukovinian state medical university Chernivtsi, Ukraine

Stavniichuk Roman Volodymyrovych

4th-year student of

the 6th group at the BSMU in Chernivtsi, Ukraine

Stotska Marta Myhailivna

4th-year student of

the 6th group at the BSMU in Chernivtsi, Ukraine

Yakubovskyi Yurii Vitaliyovych

4th-year student of

the 6th group at the BSMU in Chernivtsi, Ukraine

<https://doi.org/10.5281/zenodo.13254540>

THE USE OF CYNARA SCOLYMUS FOR THE TREATMENT OF DISEASES OF THE HEPATOBILIARY SYSTEM

Summary.

The article discusses biologically active components of artichoke (Cynara scolymus) and their effect on the human body. Medicinal plants are actively used in the modern world, both in traditional and in alternative therapy. This highlights the importance of developing research that covers not only the effective use of medicinal plants, but also their conservation and sustainable development of their populations. To solve this problem, in-depth scientific research is needed, aimed at analyzing the state of the main medicinal plants in different regions and the conditions of their growth

Key words *cynara scolymus, biologically active substances, biochemical characteristics*

Introduction Spiny artichoke (*Cynara scolymus* L.) is a perennial herb native to Ethiopia, but also grows in the Mediterranean and South America. Artichoke was known several thousand years before our era. This plant was grown in ancient Egypt and Greece. In Rome, it was believed that artichoke cleanses the body, freshens the breath and even prevents baldness. During the Renaissance and the Middle Ages, artichoke was used as a choleric, antirheumatic, and diuretic agent.[1,2]

Research materials and methods. The material of our research is the introduction of the herb *cynara scolymus* for the treatment of diseases of the hepatobiliary system. *Cynara scolymus* has a rich chemical composition that makes it a valuable medicinal plant. The prophylactic effect of artichoke is due to the presence in it of a complex of biologically active substances contained in the leaves of *cynara scolymus*. Cynarin, together with phenolic acids, bioflavonoids and other components, provides choleric, diuretic and hepatoprotective effects, helps reduce the level of urea in the blood and improves metabolic processes in the body. In addition, artichoke contains flavonoids, bitter substances, ascorbic acid, vitamins B1 and B2, carotene, inulin, as well as minerals, in particular potassium salts. The main components of artichoke include: cynarin - a biologically active compound that gives artichoke its choleric properties; flavonoids - have antioxidant properties; caffeic acid - known for its anti-inflammatory effect; chlorogenic acid - also has antioxidant and anti-inflammatory properties; inulin - a natural polysaccharide that promotes healthy intestinal microflora; mucilaginous substances - help calm the gastrointestinal tract; vitamins - especially rich in B vitamins (B1, B2, B3, B5, B6) and vitamin C; minerals - calcium,

magnesium, potassium, phosphorus, iron and zinc. Artichoke also contains: essential oils, sterols, terpenoids, lactones, proteins and amino acids.[3,4,5]

Dried or fresh artichoke leaves are mainly used to prepare decoction or tincture from artichoke. Wash fresh or dry leaves in a container and add water in a ratio of 1:10 (1 part of artichoke leaves is added for every 10 parts of water). Bring to a boil and cook for about 20-30 minutes. Insist for 10-15 minutes, strain and can be taken. Take 1/2 or 1/3 cup before meals 2-3 times a day.

Cynara scolymus L helps restore the functional state of the liver and biliary tract, and also normalizes the work of the gastrointestinal tract. It has hepatoprotective, diuretic and antioxidant properties. This complex of useful substances determines its use in medicine to support liver health, improve digestion, lower cholesterol and support the immune system.

Literature

1. Mirrakhimova T.A., Yunuskhodzhaiev A.N. Porivnialna otsinka deiakykh biolohichno aktyvnykh rehovyn artyshoku koliuchoho v zalezhnosti vid rehoniv rozpovsiudzhennia//Farmatsevychnyi zhurnal. – Tashkent, 2013. – №4. – S. 51-54.
2. Kraft, K., & Hobbs, C. (2004). The Healing Power of Herbs: The Enlightened Person's Guide to the Wonders of Medicinal Plants. Prima Publishing.
3. Chevallier, A. (2016). Encyclopedia of Herbal Medicine: 550 Herbs and Remedies for Common Ailments. DK Publishing.
4. Gebhardt, R. (1998). "Antioxidative and protective properties of extracts from leaves of the artichoke

(*Cynara scolymus* L.)". *Journal of Agricultural and Food Chemistry*, 46(5), 2025-2032.

5. Lattanzio, V., Kroon, P. A., Quideau, S., & Treutter, D. (2009). "Plant phenolics: From bioactivity

to chemosystematics". *Journal of the Science of Food and Agriculture*, 89(9), 1490-1498.

Chornenka Zhanetta

*Department of Social Medicine and Public Health
of the Bukovynian State Medical University,
Associate professor*

Palibroda Nadiia

*Dean of the Faculty of Pharmacy
of Bukovynian State Medical University,
Associate professor*

Yakovets Karolina

*Department of pediatric surgery and ENT
of the Bukovyna State Medical University,
Associate professor*

Bukovinian State Medical University, Ukraine

<https://doi.org/10.5281/zenodo.13254561>

TYPES, SYMPTOMS AND WAYS OF TREATING ACNE IN MODERN CONDITIONS

Resume.

The most urgent dermatological problem among young people around the world is teenage vulgar acne - acne. Such a problematic condition of the skin of the face forces teenagers, and often adults, to fall into deep depression, to avoid contact with persons of the opposite sex. Acne affects about 9.4% of people, making it the eighth most common disease in the world. Acne often affects adolescents aged 12-18 years, but 20-40% of women develop acne for the first time after the age of 25.

Acne usually first appears during puberty, when the sebaceous glands become active, but can occur in people of any age, including adults. Acne typically develops in areas of the skin with an increased number of sebaceous or oil glands: the face, chest, arms and back. Many factors influence the development of acne, including genetics, environmental influences, inflammation, excess oil production, hormonal imbalances, bacteria, and excess dead skin cells that clog hair follicles.

Key words: *acne, types, causes, principles of treatment*

Acne is a chronic skin disease in which sebaceous glands located in the skin at the base of the hair follicle (follicle) become inflamed. Sebaceous glands produce sebum (sebum) and are sensitive to sex hormones — androgens (testosterone and its derivatives). When the level of androgens increases, there is increased secretion of sebum. Phases of acne development:

- increase in the size of the sebaceous gland;
- increased secretion of sebum;
- clogging of pores with sebum mixed with horny scales of the hair follicle (formation of comedones);
- microbial colonization and inflammation.

Propionibacterium acnes bacteria, which feed on sebum, actively multiply in a clogged sebaceous gland. They secrete enzymes and other substances that provoke local irritation and inflammation of the skin. Inflammation can be superficial or deep, leaving scars on the skin.

The main cause of acne is an increased level of androgens in the blood or a high sensitivity of the receptors of the sebaceous gland to them (with a normal level of androgens). Other causes of acne:

- genetic predisposition;
- viruses, fungi and bacteria;
- excessive production of sebum;
- friction and pressure on the skin;
- high air humidity;
- improperly selected skin care products;
- facial skin contact with dirty objects and hands.

Taking medications containing lithium, testosterone, or corticosteroids can increase the risk of acne. Smoking and drugs weaken the immune system and contribute to the appearance of dermatological diseases (especially acne).

The development of acne is also affected by the increased level of sugar in the blood. To reduce sugar, the pancreas produces more insulin, which leads to increased sebum production and the appearance of acne.

Hormonal acne occurs in every second woman between the ages of 20 and 29, and in every fourth woman between the ages of 40 and 49. Open and closed comedones, papules are formed in the lower part of the cheeks and along the line of the lower jaw. The causes of acne are a high level of androgens, polycystic ovary syndrome, fluctuations in the level of hormones before menstruation, hormonal changes in the body due to pregnancy or menopause.

Symptoms of acne

The main symptom of acne is *comedones* (light bumps), *papules* (inflamed lumps under the skin) and *pustules* (pus-filled papules) on the forehead, cheeks, chin, chest and back. Other symptoms of acne:

- enlarged pores;
- increased oiliness of the skin of the face, head;
- reddish-purple spots on the skin after acne;
- scars, pits on the skin with smooth or ragged edges.

Acne can lead to inflamed areas of skin that hurt when pressed or touched. Acne causes skin discoloration, including redness, hypopigmentation (light spots), and hyperpigmentation (dark spots).

Stages of acne are distinguished depending on the number of comedones and pustules, the presence of nodes and cysts on the skin. Degrees of acne:

➤ *acne of the 1st degree* (characterized by the appearance of no more than 30 comedones and 10 papules on the skin). With mild acne scars and scars do not form;

➤ *acne of the 2nd degree* (more than 30 comedones, up to 10 papules and up to three subcutaneous nodes appear). With moderate severity of acne, the presence of scars on the skin is possible;

➤ *3rd degree acne* (characterized by the presence of more than three nodes or cysts, a large number of comedones and papules). A severe degree of acne is complicated by the presence of scars on the skin.

The consequence of the second and third degrees is "postacne", which includes enlarged pores, scars,

pigmented or red (erythema) spots at the place of acne, which do not go away for a long time. Depending on the severity of scars and spots after acne on the chin or forehead, the dermatologist will recommend drug or laser treatment.

A possible complication of acne is sepsis (blood infection), the risk of which increases in case of self-extraction of deep acne, especially in the area of the nasolabial triangle. Because of the many blood vessels that connect to the vessels of the brain, the infection can enter the blood and lead to meningitis (inflammation of the membranes of the brain).

Types of acne

Acne on the face occurs most often, affecting mainly the cheeks, lower jaw, forehead and temples (Table 1). Acne on the back develops in every second patient, and acne and comedones on the shoulders and in the chest area is diagnosed in approximately 15% of cases.

Table 1

| Types of acne | | |
|-----------------------------|---|---|
| Type of acne | Causes of acne | Symptoms of acne |
| Open comedones (blackheads) | They appear due to clogging of pores with sebum and keratinized skin scales. Melanin pigment gives comedones a dark color. | They appear as small black dots, usually no larger than a few millimeters in diameter, and do not cause pain or itching. Open comedones usually appear on the face. |
| Closed comedones (milia) | They are formed due to the hyperfunction of the sebaceous glands, which changes the composition and amount of sebum produced. A person has a deficiency of useful lipids, which leads to the formation of whiteheads. | With comedonal acne, small, dense, light bumps appear under the skin with a diameter of one to three millimeters. |
| Papules | Papules are formed from comedones (mostly closed). They can be caused by hormonal changes in the body, have a viral or bacterial nature. | Small, inflamed, reddish bumps appear under the skin, which can be painful when pressed. |
| Pustules | They arise during the "ripening" of papules. However, they can be caused by increased sweating, hormonal changes before menstruation, and improper nutrition. | They are papules with a white head in the center, filled with pus, which can be released when pressed. Pustules are painful and sensitive during palpation, hard to the touch. |
| Nodes | Nodes can appear in the case of defective pustules or papules, the spread of infection from the pustule (during squeezing) to the surrounding tissues. | Deep subcutaneous pimples on the face that are painful when pressed. Nodules are denser than papules to the touch and usually exceed five mm in diameter. The color of subcutaneous nodules in acne varies from red to bluish-purple. |
| Cysts | Usually occur in case of hormonal imbalance, may appear in people with a genetic predisposition. | They are subcutaneous nodes filled with pus. Outwardly, the cysts resemble boils. After dissection and healing of the cysts, dimples (atrophic scars) remain on the skin. In some cases, hypertrophic or keloid scars (excess skin) may form on the skin after cystic acne. |

In the papulo-pustular form of acne, small pink and red nodules first appear on the skin, and later pustules with purulent contents inside.

They also distinguish fungal acne, which is caused by fungi and is accompanied by a small red rash on the chest and face.

Acne of newborns

Newborn acne usually develops within two to four weeks after birth and manifests as small, inflamed pimples on the face, neck, back, and chest. In babies, acne is usually caused by the mother's hormones before the baby is born.

In the case of newborn acne, care consists in daily washing of the child's face with warm water and a soft moisturizing soap (without lotions, ointments and oils). After washing, it is necessary to carefully wipe the child's skin dry, without rubbing and pressing on the pimples.

Acne in teenagers

Acne in teenagers develops due to an excess of sex hormones androgens and is manifested by comedones, papules and pustules on the face, neck, shoulders, chest and back. Acne treatments may include (Table 2):

- benzoyl peroxide. Reduces sebum production and has antibacterial properties;
- azelaic or salicylic acid. They reduce swelling, are used to treat skin discoloration, kill bacteria;
- retinoids for acne. Prevent clogging of hair follicles;
- antiandrogens. They are prescribed to block the action of androgenic hormones on the sebaceous glands;

In the case of nodular and cystic lesions, steroid injections can help reduce inflammation and relieve pain. The doctor can also recommend mesotherapy for the face — the introduction of vitamins and trace elements under the skin. Medical treatment for acne may include antibacterial drugs to fight the infection.

Table 2

| Modern schemes of acne treatment | | | | | |
|----------------------------------|---------------------------|---|--|---|--|
| Therapy | Acne severity | | | | |
| | Light | | Average | | Difficult |
| | Comedonal | Papulo-pustular | Papulo-pustular | Nodal | Nodal |
| Drugs of first choice | Topical retinoids | Topical retinoids and topical antibiotics | Systemic antibiotics, topical retinoids and/or benzoyl peroxide | Systemic antibiotics, topical retinoids and/or benzoyl peroxide | Isotretinoin |
| Alternative | Azelaic or salicylic acid | Topical retinoids and (or) benzoyl peroxide | Systemic antibiotics, topical retinoids and/or benzoyl peroxide | Isotretinoin. Topical retinoids and/or benzoyl peroxide) or topical antibiotics | High-dose antibiotics, topical retinoids, and benzoyl peroxide |
| For women | | | Hormonal drugs (antiandrogens, oral contraceptives). Topical retinoids and/or benzoyl peroxide) or topical antibiotics | Hormonal drugs (antiandrogens, oral contraceptives). Alternative: topical retinoids and/or benzoyl peroxide) or topical antibiotics | Hormonal drugs (antiandrogens, oral contraceptives) Alternative: topical retinoids and (or) benzoyl peroxide) or topical antibiotics |

Also, such patients are recommended to consult a gastroenterologist and an anti-acne diet, which involves the rejection of foods with a high glycemic index (white rice, sugar, and pasta), chocolate, as well as dairy products, saturated fats and trans fats. *Recommended diet for acne:*

- complex carbohydrates (whole grains, unprocessed fruits and vegetables, legumes);
- foods containing zinc (beef, seafood, pumpkin seeds, lentils, cashews);
- vitamin A (peaches, carrots, broccoli, melons);
- vitamin E (fish, shrimp, avocado, asparagus, spinach);
- antioxidants (blueberries, blackberries, cranberries, prunes, raspberries).

It is also recommended to include omega-3 fatty acids in the diet in the case of acne, which are found in

red fish, mackerel, flax and chia seeds, soybeans. Following an acne diet will help reduce inflammation and prevent acne breakouts.

To reduce the risk of exacerbation of acne on the cheeks and the appearance of new blackheads, washing no more than twice a day with warm water with a special product (gel, foam) designed for skin with acne. It is important that the product is selected by a dermatologist, as each drug has a different composition and may be contraindicated individually.

Prevention of acne:

- refuse face and body scrubs if you have acne (scrubbing can lead to the spread of infection and the appearance of new inflammations);
- do not squeeze pimples yourself. Squeezing pus from pustules can lead to scarring;
- always remove makeup before going to bed (prevents clogging of pores);

- try to touch your face less with your hands;
- during a conversation, hold the phone so that it does not touch your face;
- wash your hands before applying face care products or make-up;
- regularly wash makeup brushes;
- use special cosmetics for acne that do not contain fats and substances that cause clogging of pores. Cosmetics must have a "non-comedogenic" label;
- try to avoid stress (increases the levels of cortisol and adrenaline, which leads to excessive production of sebum).

In the case of acne on the forehead and chin, it is important to avoid prolonged exposure to the sun, as the sun's rays lead to increased activity of the sebaceous glands. If you use topical retinoid or have recently completed acne treatment, exposure to direct sunlight may cause skin burns or age spots. When using retinol for acne, it is mandatory to apply sunscreen to the skin.

One of the most modern methods of acne treatment is laser therapy, which can be used to remove scars and scars after acne.

Laser treatment of acne:

1. The dermatologist applies a local anesthetic to the damaged skin.
2. The doctor directs a high-frequency beam at the scars and scars left after acne and «vaporize» them under the influence of high temperatures.
3. Under the influence of the laser, the pathological areas of the skin are destroyed, leading to the formation of a crust that falls off on its own within a week.

Laser therapy is contraindicated in case of skin cancer, impaired blood coagulation, infectious process of the skin, as well as in case of febrile condition. Laser removal is not performed in the case of skin inflammation (in particular, in the case of "active" acne) due to the risk of worsening the condition and progression of the disease.

Reference.

1. Tan, JKL, Bhate, K. A Global Perspective on the Epidemiology of Acne. *Br J Dermatol.* 2015 Jul;172 Suppl 1:3-12. doi:10.1111/bjd.13462. Accessed 7/5/2020.
2. Pappas, Apostolos. The relationship of diet and acne. *Dermatoendocrinol.* 2009 Sep-Oct; 1(5): 262-267. doi: Accessed 7/2/2020.
3. UW Integrative Health. Acne and Your Diet: How the Glycemic Index Affects Your Skin. September 11, 2005. Accessed 7/2/2020.
4. Zantesson, L. Gut Health and Immunity- It's all about the good bacteria that can help fight disease. June 2012. . Accessed 6/17/2020.
5. Yan, Hui-Min, Zhao, Hui-Juan, Guo, Du-Yi, Zhu, Pei-Qiu, Zhang, Chun-Lei, Jiang-Wei. Gut Microbiota Alterations in Moderate to Severe Acne Vulgaris

Patients. *rJ Dermatol* 2018 Oct;45(10):1166-1171. doi: 10.1111/1346-8138.14586. Epub August 13, 2018.. Accessed 7/5/2020.

6. Kober, Mary-Margaret, Bowe, Whitney. The effect of probiotics on immune regulation, acne, and photoaging. *Int J Womens Dermatol.* 2015 Jun; 1(2): 85-89. /. Accessed 7/2/2020.

7. El-Akawi, Z, Abdel-Latif, N, Abdul-Razzak, K. Does the Plasma Level of Vitamins A and E Affect Acne Condition. *Clin Exp Dermatol.* 2006 May;31(3):430-4. doi: 10.1111/j.1365-2230.2006.02106.x. . Accessed 7/1/2020.

8. Keen, Mohammad Abid, Hassan, Iffat. Vitamin E in Dermatology. *Indian Dermatol Online J.* 2016 Jul-Aug; 7(4): 311-315. doi: 10.4103/2229-5178.185494. Accessed 7/6/2020.

9. Brandt, Staci. The Clinical Effects of Zinc as a Topical or Oral Agent on the Clinical Response and Pathophysiologic Mechanism of Acne: A Systematic Review of the Literature. . Accessed. 7/6/2020.

10. Kucharska, Alicja, Szmurlo, Agnieszka, Sinska, Beata. Significance of diet in treated and untreated acne vulgaris. *Postepy Dermatol Alergol.* 2016 Apr; 33(2): 81-86. Accessed 7/6/2020.

11. Fathizadeh, Nahid, MSc, Ebrahimi, Elham, Valiani, Magboube, MSc, Tavakoli, Naser, PhD, Yar, Manizhe Hojat, BS. Evaluating the effect of magnesium and magnesium plus vitamin B6 supplement on the severity of premenstrual syndrome. *Iran J Nurs Midwifery Res.* 2010 Dec; 15(Suppl1): 401-405. Accessed 7/6/2020.

12. Chen, Ying, Lyga, John. Brain-Skin Connection: Stress, Inflammation and Skin Aging. *Inflamm Allergy Drug Targets.* 2014 Jun; 13(3): 177-19. Accessed 7/6/2020.

13. Pratte, M, Nanavati, K, Young, V, Morley, Can Alternative Treatment for Anxiety: A Systematic Review of Human Trial Results Reported for the Ayurvedic Herb Ashwagandha. *J Altern Complement Med.* 2014 Dec 1; 20(12):901-908. Accessed 7/1/2020.

14. Liao, Lian-ying, He, Yi-fan, Meng, Hong, Dong, Yin-mao, Yi, Fan, Xiao, Pei-gen. A preliminary review of studies on adaptogens: comparison of their bioactivity in TCM with that of ginseng-like herbs used worldwide. *Chin Med.* 2018;13:57. Published online 2018 Nov 16. doi: 10.1186/s13020-018-0214-9. 7/1/2020.

15. Decker, Ashely, BS, MA, Graber, Emmy, MD. Over-the-counter Acne Treatments. *The Journal of Clinical and Aesthetic Dermatology.* 2012 May; 5(5):32-40. Accessed 7/6/2020.

16. Gupta, AK, Nicol, K. The use of sulfur in dermatology. *J Drugs Dermatol.* 2004 Jul-Aug;3(4):427-431. Accessed 7/6/2020.

17. Walocko, Frances M, Eber, Ariel E, Keri Jonette E, Al-Harbi, Mana A, Nouri, Keyvan. The Role of Nicotinamide in Acne Treatment. *Dermatol Ther* 2017 Sep;30(5). doi: 10.1111/dth.12481. Epub February 17, 2017. Accessed 7/6/2020.

JURISPRUDENCE

УДК 343.985:342.78

*Іващенко Світлана Євгенівна**слухач магістратури 1 курсу ННІПФППД**Дніпровського державного університету внутрішніх справ**Сінькевич Діана Романівна**Слухач магістратури 1 курсу ННІПФППД**Дніпровського державного університету внутрішніх справ**Копилов Едуард Володимирович**викладач кафедри оперативно-розшукової діяльності**Дніпровського державного університету внутрішніх справ*<https://doi.org/10.5281/zenodo.13254645>**ОКРЕМІ ПИТАННЯ НАУКОВОЇ РОЗРОБЛЕНОСТІ ПРОБЛЕМНИХ ПИТАНЬ
ПРОКУРОРСЬКОГО НАГЛЯДУ ЗА ЗДІЙСНЕННЯМ ОПЕРАТИВНО РОЗШУКОВОЇ
ДІЯЛЬНОСТІ ПІДРОЗДІЛАМИ НПУ В УМОВАХ ВОЄННОГО СТАНУ***Svitlana Yevgenivna Ivashchenko**Diana Romanovna Sinkevich**Eduard Volodymyrovych Kopylov***SELECTED ISSUES OF SCIENTIFIC ELABORATION OF PROBLEMATIC ASPECTS OF
PROSECUTORIAL SUPERVISION OVER THE OPERATIONAL AND SEARCH ACTIVITIES OF
NPU UNITS UNDER MARTIAL LAW****Анотація.**

У статті розглянуто наукові аспекти прокурорського нагляду за оперативно-розшуковою діяльністю підрозділів Національної поліції України в умовах воєнного стану. Збройна агресія РФ проти України суттєво вплинула на систему правоохоронних органів, надавши їм розширені повноваження для боротьби зі злочинністю та захисту національної безпеки. Це, однак, підвищує ризики порушення прав і свобод громадян, що робить прокурорський нагляд надзвичайно важливим.

У статті аналізуються правові засади, методи та форми прокурорського нагляду, особливості його здійснення в умовах воєнного стану, а також роль прокуратури в забезпеченні законності та прав людини під час ОРД. Особливу увагу приділено необхідності удосконалення правового регулювання та впровадження інноваційних підходів для забезпечення ефективності прокурорського нагляду.

Розглянуто проблеми координації між підрозділами, що здійснюють ОРД, та важливість підвищення кваліфікації прокурорів у цій сфері. Наголошено на важливості контролю за дотриманням законності під час розширених повноважень НПУ, а також на необхідності захисту прав громадян навіть у складних умовах воєнного стану.

У статті пропонуються напрями для подальших наукових досліджень, зокрема порівняльний аналіз міжнародного досвіду, дослідження використання сучасних інформаційних технологій та розробка методичних рекомендацій щодо вдосконалення прокурорського нагляду за ОРД. Вивчення цих питань дозволить підвищити ефективність прокурорського нагляду та забезпечити дотримання прав і свобод громадян в умовах воєнного стану.

Abstract.

The article examines the scientific aspects of prosecutorial oversight of the operational and investigative activities (OIA) of the National Police of Ukraine (NPU) units under martial law conditions. The armed aggression of the RF against Ukraine has significantly impacted the law enforcement system, granting it expanded powers to combat crime and protect national security. However, this increases the risks of violating citizens' rights and freedoms, making prosecutorial oversight extremely important.

The article analyzes the legal foundations, methods, and forms of prosecutorial oversight, the peculiarities of its implementation under martial law conditions, and the role of the prosecutor's office in ensuring legality and human rights during OIA. Special attention is given to the need for improving legal regulation and implementing innovative approaches to ensure the effectiveness of prosecutorial oversight.

The problems of coordination between units conducting OIA and the importance of enhancing prosecutors' qualifications in this field are considered. The importance of controlling the legality of the expanded powers of the NPU and the necessity of protecting citizens' rights even under the challenging conditions of martial law are emphasized.

The article suggests directions for further scientific research, including a comparative analysis of international experience, the study of modern information technologies, and the development of methodological recommendations for improving prosecutorial oversight of OIA. Examining these issues will enhance the effectiveness of prosecutorial oversight and ensure the protection of citizens' rights and freedoms under martial law conditions.

Ключові слова: прокурорський нагляд, оперативно-розшукова діяльність (ОРД), воєнний стан, Національна поліція України (НПУ), правове регулювання, права і свободи громадян.

Keywords: prosecutorial oversight, operational and investigative activities (OIA), martial law, National Police of Ukraine (NPU), legal regulation, citizens' rights and freedoms.

Збройна агресія РФ проти України суттєво вплинула на всі сфери життя суспільства, в тому числі й на систему правоохоронних органів. В умовах воєнного стану держава наділила правоохоронні органи, зокрема Національну поліцію України (НПУ), розширеними повноваженнями, в тому числі й щодо проведення оперативно-розшукової діяльності (ОРД). Це, з одного боку, дає змогу їм більш ефективно боротися зі злочинністю та захищати національну безпеку, а з іншого – створює ризики порушення прав і свобод людини та громадянина. Саме тому актуальність дослідження проблем прокурорського нагляду за ОРД НПУ в умовах воєнного стану складно переоцінити.

Важливість цього питання обумовлюється низкою факторів:

- Розширення повноважень НПУ щодо проведення ОРД в умовах воєнного стану робить особливо важливим контроль за законністю їх діяльності з боку органів прокуратури.
- Зростання ризиків порушення прав і свобод людини та громадянина в умовах воєнного стану робить прокурорський нагляд одним з ключових механізмів їх захисту.
- Необхідність удосконалення правового регулювання прокурорського нагляду за ОРД з метою забезпечення його ефективності в умовах воєнного стану.
- Відсутність ґрунтовних наукових досліджень з цієї проблематики, що робить її актуальною для наукового вивчення.

Насамперед, важливо зазначити, що воєнний стан чітко визначений в українському законодавстві. Згідно зі статтею 1 Закону України «Про правовий режим воєнного стану», це надзвичайний режим, який запроваджується на всій території країни або в окремих її регіонах [1].

Існує чітко визначений перелік причин, які можуть призвести до введення воєнного стану в Україні: збройна агресія з боку іншої держави; загроза нападу з боку іншої держави; небезпека для державної незалежності України; загроза територіальній цілісності України. Важливо зазначити, що віроломне вторгнення армії РФ на територію України не можна приховувати під маскою «спеціальної військової операції». Згідно з міжнародним правом, будь-яке застосування збройних сил однією державою проти іншої кваліфікується як акт агресії, незалежно від вжитих термінів.

Згідно зі статтею 1 Закону України «Про оборону України», збройна агресія визначається як застосування збройної сили іншою державою або групою держав проти України [2].

Визначення збройної агресії в українському законодавстві відповідає міжнародно-правовому трактуванню, яке закріплене в Резолюції Генеральної Асамблеї ООН. Згідно з цією резолюцією, агресія –

це застосування збройної сили однією державою проти суверенітету, територіальної цілісності або політичної незалежності іншої держави, або будь-яке інше застосування сили, несумісне зі Статутом ООН [3].

Аналізуючи режим воєнного стану, введеного в Україні у зв'язку з московською військовою агресією, можна чітко виділити його ключові складові: встановлення особливого порядку функціонування органів влади; обмеження прав і свобод у тимчасовому порядку; визначення порядку реалізації заходів режиму воєнного стану [4, с. 104].

Війна змушує по-новому поглянути на роль прокурорського нагляду за ОРД. Це питання стає особливо актуальним, адже саме від прокурорів залежить, чи будуть результати ОРД використовуватися законно, а права та свободи громадян не будуть порушені.

Прокурорський нагляд за ОРД в умовах воєнного стану має низку особливостей:

- Він ґрунтується на принципах законності, неупередженості та об'єктивності.
- Він спрямований на попередження та виявлення порушень законодавства під час проведення ОРД.
- Він здійснюється з урахуванням особливостей воєнного стану, зокрема розширення повноважень правоохоронних органів.

Важливо, щоб прокурорський нагляд за ОРД був ефективним. Це можливо лише за умови чіткого визначення його змісту, завдань та повноважень прокурорів [5].

На плечах прокуратури лежить відповідальна місія – захищати конституційні права та свободи кожного. Це означає, що прокурори мають:

- Стежити за тим, щоб закони не порушувалися, особливо коли йдеться про обмеження прав людей під час розслідування злочинів.
- Виявляти та усувати порушення, якщо такі трапляються.
- Представляти інтереси держави в суді, коли це необхідно [6].

Прокуратура України – це не просто окремі відомства, а єдина система, яка працює злагоджено, щоб гарантувати верховенство права та справедливості.

Основні функції прокуратури визначені в Конституції України [7] та Законі України «Про прокуратуру» [8], вони є наступними:

- Підтримувати обвинувачення в суді, якщо прокурори вважають, що людину дійсно винно у злочині.
- Керувати ходом розслідування злочинів, щоб воно було законним та неупередженим.
- Стежити за тим, щоб правоохоронці не порушували закон, коли проводять розслідування.

• Защищати інтереси держави в суді, якщо вони постраждали від злочину.

Прокурорський нагляд – це постійна діяльність, яку здійснюють органи прокуратури. Її мета – стежити за тим, щоб закони дотримувалися у всіх сферах життя. Прокурори мають право перевіряти роботу будь-яких органів влади та установ, а також притягувати до відповідальності тих, хто порушує закон [9].

Одним із важливих напрямків прокурорського нагляду є контроль за законністю оперативно-розшукової діяльності. Це означає, що прокурори мають право перевіряти, чи правильно та законно правоохоронці проводять розслідування злочинів.

Однак існують певні винятки з цього правила. Наприклад, прокурори не мають права розголошувати інформацію про осіб, які співпрацюють з розвідкою, або про методи роботи розвідників [10].

В умовах воєнного стану роль прокурорського нагляду стає ще більш важливою. Прокурори мають дбати про те, щоб права та свободи громадян не порушувалися, навіть під час проведення антитерористичних та інших операцій. Прокурорський нагляд є однією з найважливіших гарантій законності та справедливості в Україні. Він допомагає захистити права громадян та забезпечити невідворотність покарання за злочини [11].

Діяльність Прокуратури України та підрозділів, що здійснюють оперативно-розшукову діяльність, чітко регламентована низкою нормативно-правових актів. До них належать:

- Кримінальний процесуальний кодекс України [12];
- Закон України «Про прокуратуру» [8];
- Закон України «Про оперативно-розшукову діяльність» [10];
- Ряд міжвідомчих нормативно-правових актів.

Проте, існуюча система взаємодії Прокуратури України з підрозділами, що здійснюють ОРД, не є досконалою. Це може призвести до порушення прав і свобод людини, адже:

- Немає чіткого механізму координації ОРД, що може призвести до дублювання зусиль та неефективного використання ресурсів.
- Відсутня інформація про те, які ОРД проводяться стосовно однієї особи. Це може призвести до того, що людину одночасно розробляють різні підрозділи, що може суперечити закону.
- Немає можливості контролювати терміни проведення ОРД. Це може призвести до того, що такі заходи будуть проводитися необґрунтовано довго.

Також варто зазначити, що питання прокурорського нагляду за ОРД в умовах воєнного стану є недостатньо дослідженим.

Щодо деяких ключових проблем, які потребують наукового розв'язання, варто виділити наступні:

- Правові засади прокурорського нагляду за ОРД в умовах воєнного стану.
- Особливості здійснення прокурорського нагляду за ОРД в умовах воєнного стану.

• Методи та форми прокурорського нагляду за ОРД в умовах воєнного стану.

• Забезпечення законності та прав людини під час здійснення ОРД в умовах воєнного стану.

• Відповідальність за порушення законності під час здійснення ОРД в умовах воєнного стану.

Наразі існує низка наукових праць, які присвячені цій темі. Однак, ці дослідження не вичерпують усіх аспектів цієї проблематики. Існує потреба в більш глибокому та комплексному дослідженні питань прокурорського нагляду за ОРД в умовах воєнного стану. Важливо також зазначити, що в умовах воєнного стану відбуваються постійні зміни в законодавстві та практиці роботи правоохоронних органів.

Тому наукові дослідження цієї теми мають бути актуальними та відповідати сучасним викликам. Щодо деяких з перспективних напрямів наукових досліджень варто виділити наступні:

- Порівняльний аналіз прокурорського нагляду за ОРД в умовах воєнного стану в різних країнах.
- Дослідження використання сучасних інформаційних технологій у сфері прокурорського нагляду за ОРД.

• Розробка методичних рекомендацій щодо здійснення прокурорського нагляду за ОРД в умовах воєнного стану.

• Аналіз судової практики з питань прокурорського нагляду за ОРД в умовах воєнного стану.

Вивчення цих питань дозволить удосконалити систему прокурорського нагляду за ОРД, зробити її більш ефективною та відповідною сучасним викликам.

Контроль за діяльністю оперативних підрозділів є складовою управління, яка має на меті забезпечення ефективного виконання підрозділами оперативної служби покладених на них функцій. Його завдання полягає у визначенні відповідності функціонування й результатів діяльності оперативних підрозділів законам і підзаконним нормативно-правовим актам, прийнятим управлінським рішенням, принципу раціональної організації роботи, вимогам виконавської дисципліни [13]. Під наглядом прокурора робота поліції має бути чітко орієнтованою на забезпечення законності, правопорядку та захисту прав громадян, навіть у надзвичайних обставинах. Ця співпраця важлива для підтримання довіри суспільства та дотримання правопорядку в умовах кризи чи конфлікту [14, с. 46]. Виклики сьогодення, пов'язані з військовою агресією російської федерації вказують на необхідність зміни стандартних підходів прокуратури до функцій та обов'язків окремих правоохоронних органів України [15].

Прокурорський контроль включає узгодження рішень слідчого, надання згоди, санкції, затвердження. Процесуальне керівництво передбачає вказівки прокурора, можливість доручати оперативним підрозділам, слідчому здійснення кримінального провадження. Прокурорська ревізія полягає в оскарженні до прокурора дій, бездіяльності та рішень органів досудового розслідування згідно з

КПК України. Разом з тим, аналіз Конституції України свідчить, що вищезазначені питання та їх забезпечення потребують вдосконалення [16]. Цей вид прокурорської діяльності має важливе значення для впорядкування й удосконалення організації й діяльності оперативних підрозділів поліції та безпосередньо впливає на якість попередження та розкриття злочинів, притягнення винних осіб до кримінальної відповідальності [17].

Завдяки високій мірі відповідальності та професіоналізму прокурори здатні ефективно реагувати на порушення законодавства та забезпечувати захист прав громадян, навіть у найскладніших умовах воєнного конфлікту. Це підкреслює необхідність постійної підтримки та вдосконалення механізмів прокурорського нагляду, а також розвитку системи контролю за діяльністю правоохоронних органів у воєнний період [18].

Підводячи підсумок слід зазначити, що вивчення цих питань дозволить удосконалити систему прокурорського нагляду за ОРД, зробити її більш ефективною та відповідною сучасним викликам. Умови сьогодення вказують на необхідність вдосконалення нормативно-правового забезпечення діяльності підрозділів Національної поліції, що проводять оперативно-розшукову діяльність з метою належного забезпечення дотримання прав і свобод людини, гарантованих законодавством.

Список використаних джерел:

1. Про правовий режим воєнного стану: Закон України від 12.05.2015. № 389-VIII. Відомості Верховної Ради України. 2015. № 28. Ст. 250.
2. Про оборону України: Закон України від 06.12.1991. № 1932-XII. Відомості Верховної Ради України. 1992. № 9. Ст. 106.
3. Воєнний стан: спроба відповідей на спірні питання. URL: <https://ips.ligazakon.net/document/EA012217> (дата звернення 19.06.2024р.).
4. Комзюк А. Т., Комзюк М. А., Липій С. А. Адміністративно-правовий режим воєнного стану, введеного в Україні у зв'язку з московською військовою агресією. 2022. С. 100–106.
5. Липівський В. В. Поняття та правова природа прокурорського нагляду. *Вісник кримінального судочинства*, 2016. № 3. С. 165–169.
6. Богатирьова О. І., Галай А. О., Гладун О. З. Заходи забезпечення кримінального провадження: науково-практичний посібник / За заг. ред. В. Т. Маляренка. Київ: Національна академія прокуратури України, 2015. 310 с.

7. Конституція України: Закон України від 28.06.1996. № 254к/96-ВР. Відомості Верховної Ради України. 1996. № 30. Ст. 141.

8. Про прокуратуру: Закон України від 14.10.2014. № 1697-VII. Відомості Верховної Ради. 2015. № 2-3. Ст. 12.

9. Столітній А. В. Прокурорський нагляд: історія, сучасність, перспектива. *Національний юридичний журнал: теорія і практика*, 2015. № 3. С. 81–84.

10. Про оперативно-розшукову діяльність: Закон України від 18.02.1992. №2135-XII. Відомості Верховної Ради України. 1992. № 22. Ст. 303.

11. Білічак О. А. Прокурорський нагляд за законністю провадження негласних слідчих (розшукових) дій. *Юридичний вісник*, 2014. № 5. С. 115–120.

12. Кримінальний процесуальний кодекс України: Закон України від 13.01.2012. № 9700. Відомості Верховної Ради України. 2013. № 9-10. № 11-12. № 13. Ст. 88.

13. Копилов Е. В. Деякі аспекти здійснення прокурорського нагляду за проведенням оперативно-розшукової діяльності підрозділами кримінальної поліції України в умовах воєнного стану. *«Colloquium-journal»* № 17 (176) 2023. С. 33-37.

14. Копилов Е. В. Щодо питання значення прокурорського нагляду за здійсненням оперативно-розшукової діяльності підрозділами національної поліції України в умовах воєнного стану. *«Colloquium-journal»* № 10 (169) 2023. С. 43-46.

15. Дараган В.В., Карповський С.В., Копилов Е.В. Стан та перспективи розвитку підготовки фахівців для підрозділів кримінальної поліції та органів досудового розслідування у закладах вищої освіти МВС України. Scientific monograph. Academic Council of Baltic Research Institute of Transformation Economic Area Problems according to the Minutes № 4 dated 2023. С. 40-53.

16. Копилов Е. В. Формування безпекового середовища суспільства й держави в умовах сьогодення. *Юридичний науковий електронний журнал* № 5-450 2022. С. 34-36.

17. Копилов Е. В. Формування етапів прокурорського нагляду за здійсненням оперативно-розшукової діяльності в умовах воєнного стану: деякі особливості історико-правового аналізу. *Colloquium-journal* № 28 (187) 2023. С. 57-60.

18. Сафаров Д.М., Куделя Д.С., Копилов Е.В. Прокурорський нагляд за здійсненням оперативно-розшукової діяльності підрозділами Національної поліції України в умовах воєнного стану: тактичні прийоми. *«Colloquium-journal»* № 6 (199) 2024. С. 37-41.

PEDAGOGICAL SCIENCES

УДК 373.3.

Ибрагимов Юсуп Муслимович,

к.п.н., доцент кафедры «теория и технология социальной работы»,
ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова»

г. Грозный, Российская Федерация.

<https://doi.org/10.5281/zenodo.13254648>

РАЗВИТИЕ СОЦИАЛЬНОЙ КОМПЕТЕНТНОСТИ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

Ibragimov Yusup Muslimovich

DEVELOPMENT OF SOCIAL COMPETENCE IN PRIMARY SCHOOL CHILDREN IN AN INCLUSIVE EDUCATION ENVIRONMENT

Аннотации.

В данной работе рассматривается развитие социальной компетентности у детей младшего школьного возраста в условиях инклюзивного образования. Инклюзивное образование, ориентированное на обучение всех детей независимо от их особенностей в общеобразовательных школах, способствует формированию у детей навыков взаимодействия, эмпатии и толерантности. Важную роль в этом процессе играют учителя, родители и одноклассники, которые создают благоприятную социальную среду и поддерживают детей в их учебе и социализации. В работе подчеркивается значимость индивидуализации учебного процесса, групповой работы и занятий по развитию эмоционального интеллекта для успешного формирования социальной компетентности.

Abstract.

This paper examines the development of social competence in children of primary school age in the context of inclusive education. Inclusive education, focused on teaching all children regardless of their characteristics in general education schools, helps develop children's interaction skills, empathy and tolerance. Teachers, parents and classmates play an important role in this process, creating a favorable social environment and supporting children in their learning and socialization. The work emphasizes the importance of individualization of the educational process, group work and classes for the development of emotional intelligence for the successful formation of social competence.

Ключевые слова: инклюзивное образование, социальная компетентность, младший школьный возраст, межличностные навыки, эмоциональный интеллект, толерантность.

Keywords: inclusive education, social competence, primary school age, interpersonal skills, emotional intelligence, tolerance.

Введение. Развитие социальной компетентности у детей младшего школьного возраста в условиях инклюзивного образования является одной из ключевых задач современного образования. Инклюзивное образование предполагает обучение всех детей, независимо от их физических, интеллектуальных, эмоциональных и иных особенностей, в условиях общеобразовательных школ. Этот подход ориентирован на обеспечение равных возможностей для всех детей и на развитие их социальной компетентности, которая включает в себя такие навыки, как умение взаимодействовать с окружающими, адаптироваться к различным социальным ситуациям, проявлять эмпатию и толерантность.

Одной из основных целей инклюзивного образования является создание условий, в которых каждый ребенок сможет развивать свои способности и реализовывать свой потенциал. Важно отметить, что инклюзивное образование приносит пользу не только детям с особыми образовательными потребностями, но и всем остальным учащимся, так как

оно способствует формированию у них социальных навыков и ценностей, необходимых для успешной жизни в современном обществе.

Социальная компетентность играет важную роль в жизни человека, так как она определяет его способность устанавливать и поддерживать межличностные отношения, решать конфликты, работать в команде и справляться с различными социальными ситуациями. У детей младшего школьного возраста развитие этих навыков является особенно важным, так как в этом возрасте происходит активное формирование личности и закладываются основы будущих социально значимых качеств.

Одним из важных аспектов развития социальной компетентности в условиях инклюзивного образования является создание благоприятной социальной среды, в которой дети могут учиться взаимодействовать друг с другом. Важную роль в этом процессе играют учителя, родители и одноклассники. Учителя должны обладать необходимыми знаниями и навыками для работы с детьми с особыми образовательными потребностями, а также

уметь создавать в классе атмосферу взаимопонимания и поддержки. Родители должны быть активно вовлечены в образовательный процесс и поддерживать своих детей в их учебе и социальном развитии. Одноклассники, в свою очередь, должны быть готовы к принятию и поддержке своих сверстников с особыми потребностями.

Важным компонентом инклюзивного образования является индивидуализация учебного процесса. Каждый ребенок уникален, и его образовательные потребности могут существенно различаться. Учителя должны учитывать эти различия и адаптировать учебный материал и методы обучения в соответствии с индивидуальными особенностями каждого ребенка. Это может включать использование различных педагогических технологий, таких как дифференцированное обучение, проектная деятельность, использование информационно-коммуникационных технологий и другие.

Одним из эффективных методов развития социальной компетентности у детей младшего школьного возраста является групповая работа. В процессе выполнения совместных заданий дети учатся взаимодействовать друг с другом, делиться идеями, принимать совместные решения и решать конфликты. Важно, чтобы учитель активно управлял процессом групповой работы, помогая детям строить конструктивные отношения и обеспечивая равное участие всех членов группы.

Развитие социальной компетентности у детей младшего школьного возраста в условиях инклюзивного образования требует системного подхода, включающего различные аспекты образовательного процесса. Важно, чтобы все участники образовательного процесса — учителя, родители, одноклассники — активно участвовали в этом процессе и поддерживали детей в их учебе и социальном развитии. Только в этом случае можно создать условия, в которых каждый ребенок сможет развивать свои способности и реализовывать свой потенциал.

В Финляндии, например, инклюзивное образование является частью национальной образователь-

ной системы. В школах создаются условия для обучения всех детей, независимо от их особенностей. Учителя проходят специальную подготовку для работы с детьми с особыми образовательными потребностями, а в школах работают специальные педагоги и ассистенты, которые помогают детям в их учебе и социализации. Важным аспектом финской системы инклюзивного образования является акцент на сотрудничество между школой и семьей, а также на активное вовлечение родителей в образовательный процесс.

Таким образом, развитие социальной компетентности у детей младшего школьного возраста в условиях инклюзивного образования является одной из ключевых задач современного образования. Инклюзивное образование приносит пользу не только детям с особыми образовательными потребностями, но и всем остальным учащимся, так как оно способствует формированию у них социальных навыков и ценностей, необходимых для успешной жизни в современном обществе.

Список литературы.

1. Захарова О.И., Павлова О.В. Инклюзивное образование и социальная компетентность младших школьников: опыт и проблемы. // Вестник Российского университета дружбы народов. Серия: Педагогика и психология образования. - 2017. - №4. - С. 87-95.
2. Исаева Е.И., Комарова Е.Н. Социальная компетентность учащихся начальной школы в условиях инклюзивного образования. // Психологическая наука и образование. - 2018. - Т. 23, №3. - С. 52-60.
3. Корнеева Н.С. Формирование социальной компетентности младших школьников в условиях инклюзивного образования: психолого-педагогический аспект. // Вестник Психологии и Педагогики. - 2019. - №2. - С. 31-42.
4. Лаптева Л.Н., Михайлова О.В. Особенности взаимодействия младших школьников в контексте инклюзивного образования. // Психология и образование. - 2020. - №2. - С. 78-88.

Ибрагимов Юсуп Муслимович,

¹к.п.н., доцент кафедры «теория и технология социальной работы»,
ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова»

г. Грозный, Российская Федерация.

<https://doi.org/10.5281/zenodo.13254661>

МЕТОДЫ И ФОРМЫ ВОСПИТАТЕЛЬНОЙ РАБОТЫ С ПОДРОСТКАМИ, СКЛОННЫМИ К ДЕВИАНТНОМУ ПОВЕДЕНИЮ

Ibragimov Yusup Muslimovich

METHODS AND FORMS OF EDUCATIONAL WORK WITH TEENS PROPOSED TO DEVIANT BEHAVIOR

Аннотации.

В статье рассмотрены методы и формы воспитательной работы с подростками, склонными к девиантному поведению. Девиантное поведение подростков представляет собой серьезную проблему, требующую комплексного подхода и применения различных воспитательных стратегий. В работе подчеркивается важность психолого-педагогической диагностики, индивидуального подхода и групповой работы. Освещены такие методы, как тренинги личностного роста, арт-терапия, спортивные мероприятия, социальная проективная и волонтерская деятельность. Также акцентируется необходимость работы с семьями подростков, предоставления медико-психологической поддержки и профилактики правонарушений.

Abstract.

The article discusses methods and forms of educational work with teenagers prone to deviant behavior. Deviant behavior of adolescents is a serious problem that requires an integrated approach and the use of various educational strategies. The work emphasizes the importance of psychological and pedagogical diagnostics, individual approach and group work. Methods such as personal growth training, art therapy, sporting events, social design and volunteer activities are covered. The need to work with families of adolescents, provide medical and psychological support and prevent crime is also emphasized.

Ключевые слова: девиантное поведение, воспитательная работа, подростки, психолого-педагогическая диагностика, индивидуальный подход, групповая работа.

Keywords: deviant behavior, educational work, adolescents, psychological and pedagogical diagnostics, individual approach, group work.

Введение. Воспитательная работа с подростками, склонными к девиантному поведению, является одной из наиболее сложных и многогранных задач педагогики и психологии. Девиантное поведение подростков может включать в себя широкий спектр проявлений, таких как агрессия, употребление психоактивных веществ, воровство, бродяжничество, асоциальное поведение и другие формы нарушений общественных норм. Эффективная работа с такими подростками требует использования разнообразных методов и форм воспитательной деятельности, которые будут направлены на профилактику и коррекцию девиантного поведения, а также на развитие позитивных личностных качеств и социальных навыков.

Первым этапом работы с подростками, склонными к девиантному поведению, является психолого-педагогическая диагностика. Этот этап включает в себя выявление причин и факторов, способствующих девиантному поведению, а также оценку личностных характеристик и уровня социального развития подростка. Диагностика проводится с использованием различных методов, таких как беседы, анкетирование, тестирование, наблюдение и анализ документации. Полученные данные позво-

ляют создать индивидуальный план воспитательной работы, который будет учитывать особенности каждого подростка.

Индивидуальный подход является одним из ключевых принципов воспитательной работы с подростками, склонными к девиантному поведению. Каждый подросток уникален, и причины его девиантного поведения могут быть разными. Поэтому важно разрабатывать и применять индивидуальные программы воспитания, которые будут учитывать личностные особенности, интересы и потребности подростка. Индивидуальный подход также предполагает установление доверительных и конструктивных взаимоотношений между педагогом и подростком, что способствует более эффективному воздействию на личность и поведение воспитанника.

Групповая работа с подростками является эффективной формой воспитательной деятельности, так как позволяет подросткам осознать свои проблемы и найти пути их решения в общении со сверстниками. В рамках групповой работы могут проводиться различные мероприятия, такие как тренинги, дискуссии, ролевые игры, групповые проекты и т.д. Групповая работа способствует раз-

витию коммуникативных навыков, умению работать в команде, а также формированию чувства ответственности и взаимопомощи.

Тренинги личностного роста направлены на развитие у подростков уверенности в себе, саморегуляции, навыков решения конфликтов и управления своими эмоциями. В ходе тренингов подростки учатся осознавать свои сильные и слабые стороны, ставить перед собой цели и добиваться их, а также справляться с негативными эмоциями и стрессовыми ситуациями. Тренинги личностного роста могут включать в себя различные упражнения, игры, обсуждения и практические задания.

Арт-терапия является одной из эффективных форм работы с подростками, склонными к девиантному поведению. Этот метод позволяет подросткам выражать свои эмоции и переживания через творчество, что способствует снижению внутреннего напряжения и агрессии, а также улучшению эмоционального состояния. Арт-терапия может включать в себя различные виды деятельности, такие как рисование, лепка, музыка, танцы, театральные постановки и т.д. Занятия арт-терапией помогают подросткам развивать творческие способности, самовыражаться, а также находить конструктивные способы решения своих проблем.

Спортивные мероприятия играют важную роль в воспитательной работе с подростками, склонными к девиантному поведению. Спорт способствует развитию физической активности, дисциплины, умения работать в команде и стремления к достижению поставленных целей. Участие в спортивных секциях, турнирах, соревнованиях и других спортивных мероприятиях помогает подросткам направлять свою энергию в конструктивное русло, а также формирует у них здоровый образ жизни и позитивные социальные установки.

Психологическая коррекция является важным методом работы с подростками, склонными к девиантному поведению. Коррекционные занятия проводятся с целью изменения деструктивных форм поведения, формирования навыков конструктивного общения и саморегуляции, а также повышения уровня самооценки и уверенности в себе. Информационно-коммуникационные технологии (ИКТ) играют важную роль в жизни современных подростков и могут быть эффективно использованы в воспитательной работе. С помощью ИКТ можно проводить дистанционные консультации и

тренинги, организовывать виртуальные кружки и клубы по интересам, создавать образовательные и просветительские ресурсы, а также проводить различные онлайн-мероприятия и акции. Использование ИКТ позволяет сделать воспитательную работу более доступной и интересной для подростков, а также расширяет возможности взаимодействия и обмена опытом между педагогами, родителями и самими подростками.

Партнерство с общественными организациями является важным элементом воспитательной работы с подростками, склонными к девиантному поведению. Общественные организации могут оказывать поддержку в проведении различных мероприятий, предоставлять ресурсы и возможности для участия в социальных проектах, а также проводить консультации и тренинги для педагогов и родителей. Взаимодействие с общественными организациями способствует расширению круга возможностей для воспитательной работы и привлечению дополнительных ресурсов и экспертизы.

Воспитательная работа с подростками, склонными к девиантному поведению, требует комплексного и системного подхода, включающего использование разнообразных методов и форм воспитательной деятельности. Важно учитывать индивидуальные особенности каждого подростка, создавать условия для их самореализации и развития позитивных личностных качеств, а также взаимодействовать с семьями и общественными организациями.

Список литературы.

5. Адольф, В.А. (2018). Психология девиантного поведения: учебник для вузов. Москва: Академический проект.
6. Бочкарева, И.П. (2019). Методические рекомендации по воспитательной работе с подростками. Санкт-Петербург: СпецЛит.
7. Голованова, Н.Ф., Панова, Н.В. (2017). Индивидуальный подход в воспитании подростков: теория и практика. Москва: Педагогическое общество России.
8. Демидова, Т.В. (2020). Социальная педагогика: воспитательная работа с подростками. Казань: Фэн.
9. Егорова, Е.А. (2016). Арт-терапия в работе с детьми и подростками. Екатеринбург: Уральский университет.

*Ибрагимов Юсуп Муслимович,**¹к.п.н., доцент кафедры «теория и технология социальной работы»,
ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова»**г. Грозный, Российская Федерация.*<https://doi.org/10.5281/zenodo.13254661>**ВЛИЯНИЕ СЕМЕЙНОГО ВОСПИТАНИЯ НА ФОРМИРОВАНИЕ СОЦИАЛЬНЫХ НАВЫКОВ У ДОШКОЛЬНИКОВ***Ibragimov Yusup Muslimovich***THE INFLUENCE OF FAMILY EDUCATION ON THE FORMATION OF SOCIAL SKILLS IN PRESCHOOL CHILDREN****Аннотация.**

Данная работа исследует влияние семейного воспитания на формирование социальных навыков у дошкольников. В контексте современных теорий социального развития и психологических исследований рассматриваются основные аспекты, включая роль моделирования социального поведения родителями, развитие эмпатии, управление эмоциями и социальная саморегуляция. Также обсуждаются влияние семейной структуры, культурные аспекты и роль образовательных практик в процессе формирования социальных навыков у детей.

Abstract.

This work explores the influence of family education on the formation of social skills in preschool children. In the context of modern theories of social development and psychological research, key aspects are considered, including the role of parental modeling of social behavior, the development of empathy, emotion management and social self-regulation. The influence of family structure, cultural aspects and the role of educational practices in the development of social skills in children are also discussed.

Ключевые слова: семейное воспитание, социальные навыки, дошкольники, моделирование поведения, эмпатия, управление эмоциями.

Keywords: family education, social skills, preschoolers, behavior modeling, empathy, emotion management.

Введение. Влияние семейного воспитания на формирование социальных навыков у дошкольников является темой, которая привлекает внимание как практических специалистов в области образования и психологии, так и родителей, сталкивающихся с вопросами развития своих детей. Дошкольный период — это ключевой этап в жизни ребенка, когда формируются основы его социального поведения и отношений с окружающими. В данном тексте мы рассмотрим различные аспекты влияния семейного воспитания на социальные навыки дошкольников, исследуем основные теоретические подходы, эмпирические исследования и практические рекомендации.

Семья является первичной средой, в которой ребенок начинает свое общение с миром. Воспитание, предоставляемое семьей, играет важную роль в формировании социальных навыков, таких как коммуникация, эмпатия, совместная деятельность и управление эмоциями. Одним из ключевых аспектов семейного воспитания является моделирование социального поведения родителями. Дети наблюдают за взаимодействием взрослых, впитывают их образцы поведения и учатся отражать эти навыки в своем собственном общении.

Теория социального научения Б. Ф. Скиннера подчеркивает важность наград и наказаний в процессе обучения социальным навыкам. В контексте семейного воспитания это означает, что положительное подкрепление за желаемое социальное по-

ведение и конструктивное воспитание играют решающую роль в формировании поведенческих стереотипов у детей. Например, родители могут поощрять своих детей за участие в общественных играх или за выражение заботы о других.

Психологические исследования также подчеркивают важность эмоциональной поддержки и эмоционального интеллекта в семейном воспитании. Эмоциональная интеллигентность ребенка начинается с раннего детства и зависит от того, насколько его эмоциональные нужды удовлетворяются семейной средой. Родители, которые демонстрируют эмпатию, помогают своим детям развивать понимание и управление собственными эмоциями, что способствует лучшему взаимодействию с окружающими.

Культурные и социальные различия также оказывают значительное влияние на семейное воспитание и формирование социальных навыков у дошкольников. В различных культурах существуют разные нормы и ожидания относительно детского поведения и воспитания. Например, в некоторых культурах акцент может быть сделан на уважение к старшим и соблюдение традиционных норм, в то время как в других — на развитие индивидуальных черт личности и самостоятельности.

Влияние семейного воспитания на социальные навыки также связано с образовательными практиками, применяемыми в семье. Участие родителей в образовательном процессе дошкольника способствует развитию его коммуникативных навыков,

умению решать конфликты и работать в группе. Поддержка родителей в учебе и воспитании важна для того, чтобы ребенок чувствовал себя уверенно и способным к социальному взаимодействию.

Роль семейного воспитания в развитии социальных навыков дошкольников также подчеркивается в контексте современных вызовов и технологий. Влияние интернета и цифровых устройств на семейное воспитание оказывает двойное воздействие: с одной стороны, технологии предоставляют новые возможности для обучения и развития социальных навыков через интерактивные приложения и игры; с другой стороны, они могут снижать количество времени, проводимого родителями с детьми в реальном мире.

Индивидуальные различия в структуре и динамике семей также влияют на развитие социальных навыков у детей. Семьи с разным социально-экономическим статусом могут предоставлять разные уровни поддержки и стимула для социального развития детей. Например, семьи с высоким уровнем дохода могут иметь больше ресурсов для доступа к образовательным программам и развивающим играм, в то время как семьи с низким уровнем дохода могут сталкиваться с ограниченными возможностями.

Поддержка родителей другими членами семьи и близкими окружающими также играет важную роль в формировании социальных навыков дошкольников. Бабушки и дедушки, старшие братья и сестры могут служить важными ролевыми моделями и наставниками для малышей, внося вклад в их понимание социальных отношений и поведенческих ожиданий.

Психологические исследования также указывают на значимость игровой активности в семейном воспитании для развития социальных навыков. Игра является основным способом, через который дети изучают правила взаимодействия, учатся

справляться с конфликтами и развивают способность к сотрудничеству. Родители могут активно участвовать в играх со своими детьми, стимулируя их социальное взаимодействие и учебные возможности.

Кроме того, в современном обществе изменяющиеся социальные реалии, такие как мобильность, изменения в семейной структуре (например, одиночное родительство), влияние медиа и технологий на общение могут оказывать новые вызовы на семейное воспитание и формирование социальных навыков у дошкольников.

Таким образом, влияние семейного воспитания на формирование социальных навыков у дошкольников является многогранным и комплексным процессом, который зависит от множества факторов: от качества взаимоотношений в семье до культурных, социальных и экономических условий. Родители, играя роль моделей и наставников, могут оказывать значительное влияние на социальное развитие своих детей, помогая им усваивать ключевые социальные навыки, необходимые для успешного взаимодействия в обществе.

Список литературы.

10. Голубева Л.А. Влияние семейного воспитания на социализацию детей дошкольного возраста. // Вестник Томского государственного педагогического университета. - 2017.

11. Дубровина И.В. Семейное воспитание как фактор формирования социальных навыков у детей дошкольного возраста. // Психология и педагогика. - 2016.

12. Кузьминова О.В. Семейное воспитание и социализация детей: психологические аспекты. // Вестник Российского университета дружбы народов. Серия: Психология и педагогика. - 2018.

13. Лебедева Е.В., Мартынова О.Г. Социализация дошкольников в семейной среде: особенности и влияние семейного воспитания. // Педагогическое образование в России. - 2019.

Ибрагимов Юсуп Муслимович,

¹к.п.н., доцент кафедры «теория и технология социальной работы»,
ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова»

г. Грозный, Российская Федерация.

<https://doi.org/10.5281/zenodo.13254684>

СОЦИАЛЬНО-ПЕДАГОГИЧЕСКАЯ ПОДДЕРЖКА ДЕТЕЙ-СИРОТ В УЧРЕЖДЕНИЯХ ИНТЕРНАТНОГО ТИПА

Ibragimov Yusup Muslimovich

SOCIAL AND PEDAGOGICAL SUPPORT FOR ORPHANS IN BOARDING INSTITUTIONS

Аннотации.

Данная работа рассматривает вопрос социально-педагогической поддержки детей-сирот в учреждениях интернатного типа. Основное внимание уделено роли и значимости социально-педагогической поддержки в жизни детей-сирот, оставшихся без родительской опеки по различным причинам. Обсуждаются основные аспекты работы учреждений интернатного типа, включая организацию образовательного процесса, психологическую поддержку, формирование социальных навыков и подготовку к самостоятельной жизни.

Abstract.

This work examines the issue of social and pedagogical support for orphans in residential institutions. The main attention is paid to the role and significance of social and pedagogical support in the lives of orphans left without parental care for various reasons. The main aspects of the work of boarding institutions are discussed, including the organization of the educational process, psychological support, the formation of social skills and preparation for independent living.

Ключевые слова: социально-педагогическая поддержка, дети-сироты, учреждения интернатного типа, образование, психологическая поддержка, социализация.

Keywords: social and pedagogical support, orphans, boarding institutions, education, psychological support, socialization.

Введение. Социально-педагогическая поддержка детей-сирот в учреждениях интернатного типа является важной составляющей их воспитания и развития. Дети-сироты, оставшиеся без родительской опеки по различным причинам, часто нуждаются в особом внимании, заботе и психологической поддержке. Учреждения интернатного типа предоставляют им не только место для проживания, но и образование, медицинское обслуживание, адаптацию к обществу и, конечно же, социально-педагогическую поддержку.

Одной из основных задач социально-педагогической поддержки является создание условий для полноценного физического, интеллектуального и эмоционального развития каждого ребенка-сироты. Педагоги и социальные работники учреждений интернатного типа стремятся обеспечить каждому ребенку максимально возможные условия для самореализации и успешного интегрирования в общество после выпуска из учреждения.

Психологическая работа с детьми-сиротами играет ключевую роль в их адаптации и развитии. Специалисты в учреждениях интернатного типа проводят индивидуальные консультации, направленные на выявление и решение эмоциональных проблем каждого ребенка. Это включает работу над тревожностью, депрессией, проблемами адаптации к новым условиям жизни в интернате. Психологи помогают детям развивать стратегии справления с трудностями, укреплять их психологическую устойчивость и самооценку.

Кроме индивидуальных консультаций, важным элементом психологической поддержки являются групповые занятия. Они направлены на развитие коммуникативных навыков, умения работать в коллективе и строить взаимоотношения с окружающими. Групповые занятия помогают детям-сиротам освоить навыки конструктивного взаимодействия, решения конфликтов и участия в общественной жизни интернатного сообщества. Такие занятия способствуют формированию у детей уверенности в себе и социализации, что важно для успешной адаптации в будущем.

Важным аспектом социально-педагогической поддержки является индивидуальный подход к каждому ребенку. Учитывая, что дети-сироты могут иметь различные травмы, как эмоциональные, так и физические, а также недостатки в развитии из-за неблагоприятных условий воспитания, специалисты в учреждениях интернатного типа работают над тем, чтобы создать благоприятную и поддерживающую атмосферу. Это включает в себя как индивидуальные консультации с психологами и социальными работниками, так и групповые занятия, направленные на развитие коммуникативных навыков и взаимодействия с окружающими.

Еще одним важным аспектом социально-педагогической поддержки является обеспечение доступа детей-сирот к образовательным ресурсам. Учебный процесс в учреждениях интернатного типа должен быть не только полноценным, но и адаптированным к индивидуальным потребностям

каждого ребенка. Это означает организацию дополнительных уроков по основным предметам, помощь в выполнении домашних заданий и поддержку в профессиональной ориентации для старших подростков.

Важно отметить, что социально-педагогическая поддержка не заканчивается с окончанием учебного дня. В учреждениях интернатного типа создаются условия для воспитания полноценной личности, включая спортивные и культурные мероприятия, развлекательные программы и организацию досуга. Это помогает детям-сиротам развивать свои таланты, укреплять здоровье и находить новых друзей.

Еще одной важной задачей социально-педагогической поддержки является подготовка детей-сирот к самостоятельной жизни после выпуска из учреждения. Социальные работники и педагоги активно работают над тем, чтобы дети освоили базовые навыки самообслуживания, научились планировать свое время и финансы, а также принимать самостоятельные решения. Это включает в себя поддержку в поиске жилья, трудоустройстве и общении с государственными органами и общественными учреждениями.

Одним из вызовов, с которым сталкиваются специалисты, работающие в учреждениях интернатного типа, является ограниченность ресурсов и нехватка специалистов. Важно, чтобы государственные и частные инициативы направлялись на улучшение условий проживания и образования детей-сирот, а также на повышение квалификации работников этих учреждений. Только так можно обеспечить высокий уровень социально-педагогической поддержки и эффективно подготовить детей-сирот к самостоятельной жизни.

Еще одним аспектом, заслуживающим внимания, является взаимодействие учреждений интернатного типа с обществом и государственными ор-

ганами. Важно, чтобы программа социально-педагогической поддержки включала в себя не только внутреннюю работу с детьми-сиротами, но и сотрудничество с различными некоммерческими организациями, волонтерами и местными сообществами. Такое партнерство способствует созданию благоприятной социальной среды и улучшению условий жизни в учреждениях интернатного типа.

В заключение, социально-педагогическая поддержка детей-сирот в учреждениях интернатного типа играет решающую роль в их жизни и будущем. Она направлена на создание условий для полноценного развития личности, адаптации к обществу и успешной интеграции в него. Работа педагогов, социальных работников и психологов в этих учреждениях является неоценимой для создания благоприятной среды и помощи детям-сиротам в преодолении трудностей, с которыми они сталкиваются.

Список литературы.

1. Антонова, И. В. (2018). Социально-педагогическая поддержка детей-сирот: проблемы и перспективы. Вестник Московского государственного областного университета. Серия "Психология и педагогика", 4(12), 45-51.
2. Беляева, Т. В. (2017). Педагогическая поддержка детей-сирот в условиях современного интерната. Педагогическое образование в России, 5, 98-105.
3. Воронцова, О. И. (2020). Социально-педагогическая работа с детьми-сиротами в контексте модернизации образовательных учреждений. Вестник Российского государственного социального университета, 2(28), 78-85.
4. Гаврилова, Е. В. (2019). Психологическая поддержка детей-сирот в учреждениях интернатного типа. Психология и педагогика, 3, 64-72.
5. Крылова, Н. П. (2016). Особенности социальной поддержки детей-сирот в российских интернатах. Социология и общество, 4, 112-120.

Ибрагимов Юсуп Муслимович,

¹к.п.н., доцент кафедры «теория и технология социальной работы»,
ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова»

г. Грозный, Российская Федерация.

<https://doi.org/10.5281/zenodo.13254692>

ИСПОЛЬЗОВАНИЕ АРТ-ТЕРАПИИ В РАБОТЕ С ДЕТЬМИ ИЗ НЕБЛАГОПОЛУЧНЫХ СЕМЕЙ

Ibragimov Yusup Muslimovich

USING ART THERAPY IN WORKING WITH CHILDREN FROM DISADVANTAGED FAMILIES

Аннотации.

Арт-терапия представляет собой эффективный подход в работе с детьми из неблагополучных семей, направленный на поддержку их психологического и эмоционального развития. В данной работе обсуждаются основные принципы и методы арт-терапии, используемые для помощи детям в выражении эмоций, самовыражении и самоидентификации. Особое внимание уделено роли художественных форм, таких как рисование, лепка и драматерапия, в процессе реабилитации детей после травматических событий.

Abstract.

Art therapy is an effective approach to working with children from disadvantaged families, aimed at supporting their psychological and emotional development. This paper discusses the basic principles and methods of art therapy used to help children express emotions, self-expression and self-identity. Particular attention is paid to the role of artistic forms, such as drawing, sculpting and drama therapy, in the process of rehabilitation of children after traumatic events.

Ключевые слова: арт-терапия, дети, неблагополучные семьи, психологическое развитие, эмоциональное благополучие, травмы, самовыражение.

Keywords: art therapy, children, dysfunctional families, psychological development, emotional well-being, trauma, self-expression.

Введение. Использование арт-терапии в работе с детьми из неблагополучных семей представляет собой эффективный подход для поддержки их психологического и эмоционального развития. Неблагополучные семьи часто характеризуются высоким уровнем стресса, насилия, недостатком эмоциональной поддержки и возможностей для творческого самовыражения. Арт-терапия предлагает детям безопасное пространство для выражения своих чувств и эмоций через различные художественные и творческие методы, такие как рисование, лепка, музыка, танец и драматерапия.

Основные принципы арт-терапии включают в себя акцент на процессе, а не на результате, поддержку самовыражения и самооткрытия, а также использование художественных форм для исследования внутреннего мира ребенка. Для детей из неблагополучных семей это особенно важно, поскольку они часто испытывают эмоциональные травмы, которые могут привести к внутреннему конфликту и социальной изоляции.

Рисунки и другие формы художественного творчества играют ключевую роль в процессе реабилитации детей после травматических событий. Они предоставляют детям возможность визуализировать свои переживания, которые могут быть слишком сложными или болезненными для словесного описания. Художественные проекты становятся своеобразным мостом между внутренним миром ребенка и внешним окружающим миром терапевта, создавая пространство для взаимодействия и понимания.

Важно отметить, что художественный процесс позволяет детям исследовать свои эмоции в безопасной и контролируемой среде. Например, через выбор цветов, форм и текстур в своих работах дети могут выразить различные аспекты своих чувств: от гнева и страха до радости и надежды. Это не только способствует выявлению внутренних конфликтов, но и помогает детям осознать их источники и последствия.

Арт-терапия может помочь детям из неблагополучных семей в следующих аспектах:

1. **Выражение эмоций:** Через рисунки, скульптуры или другие формы искусства дети могут выразить те чувства, которые им сложно передать словами из-за страха или недоверия к окружающим.

2. **Самовыражение и самоидентификация:** Арт-терапия помогает детям лучше понять себя и свои чувства, что способствует укреплению самоуважения и уверенности.

3. **Развитие социальных навыков:** Групповые занятия арт-терапии способствуют развитию социальной адаптации, умению работать в команде и уважению к мнению других.

4. **Саморегуляция и снижение стресса:** Участие в творческом процессе может помочь детям научиться справляться с эмоциональными и психологическими вызовами, снижать уровень стресса и тревожности.

5. **Восстановление после травмы:** Арт-терапия используется для помощи детям, пережившим

травматические события, такие как домашнее насилие или утрата близкого человека, в восстановлении психологического равновесия.

Одной из ключевых задач арт-терапевта в работе с детьми из неблагополучных семей является создание безопасной и поддерживающей атмосферы, в которой ребенок может чувствовать себя комфортно и уверенно. Это требует сочетания профессиональных знаний в области психологии, развития детей и искусства, а также готовности работать с индивидуальными потребностями каждого ребенка.

Арт-терапия также может играть важную роль в процессе реабилитации детей после пережитых травматических событий. Рисунки и другие художественные проекты могут помочь детям выразить и переработать свои страхи и боли, что в свою очередь способствует психологическому выздоровлению и восстановлению.

Важно отметить, что арт-терапия не заменяет традиционные методы психотерапии, такие как когнитивно-поведенческая терапия или семейная терапия, но может эффективно дополнять их, улучшая результаты лечения и укрепляя эмоциональную стабильность детей из неблагополучных семей.

Профессиональный арт-терапевт должен иметь специальное образование и сертификацию в данной области, что позволяет ему не только применять художественные методики, но и адаптировать их к индивидуальным потребностям каждого ребенка. Это включает в себя умение создавать специальные программы и терапевтические сессии, которые способствуют не только развитию творческих навыков, но и улучшению эмоционального благополучия ребенка.

Одной из успешных практик арт-терапии с детьми из неблагополучных семей является использование проектов, направленных на создание коллективных художественных работ. Это способствует развитию чувства сотрудничества и взаимной поддержки среди детей, а также помогает им почувствовать себя частью сообщества и коллектива.

Таким образом, использование арт-терапии в работе с детьми из неблагополучных семей является мощным инструментом для поддержки их эмоционального, психологического и социального развития. Этот подход позволяет детям не только выразить свои эмоции и переживания, но и научиться справляться с ними, что способствует формированию здорового самосознания и укреплению их устойчивости перед жизненными вызовами.

Список литературы.

6. Дубова, Л. А. (2016). Арт-терапия в социальной работе с детьми и подростками. Москва: ВЛАДОС.
7. Закревская, А. В. (2018). Арт-терапия: методы и приемы работы. Санкт-Петербург: Питер.
8. Корнеева, Т. Ю. (2017). Арт-терапия: основы и методы применения. Москва: Проспект.
9. Макарова, Л. П. (2016). Арт-терапия как метод коррекции психоэмоционального состояния детей. Москва: Сфера.
10. Смирнова, Н. И. (2019). Психология и педагогика арт-терапии: учебное пособие. Москва: Когито-Центр.
11. Тимофеева, О. Ю. (2018). Арт-терапия в психологической практике. Москва: Педагогическое общество России.

Colloquium-journal №18 (211), 2024

Część 1

(Warszawa, Polska)

ISSN 2520-6990

ISSN 2520-2480

Czasopismo jest zarejestrowany i wydany w Polsce. Czasopismo publikuje artykuły ze wszystkich dziedzin naukowych. Magazyn jest wydawany w języku angielskim, polskim i rosyjskim.

Częstotliwość: co tydzień

Wszystkie artykuły są recenzowane.

Bezpłatny dostęp do elektronicznej wersji magazynu.

Przesyłając artykuł do redakcji, autor potwierdza jego wyjątkowość i jest w pełni odpowiedzialny za wszelkie konsekwencje naruszenia praw autorskich.

Opinia redakcyjna może nie pokrywać się z opinią autorów materiałów.

Przed ponownym wydrukowaniem wymagany jest link do czasopisma.

Materiały są publikowane w oryginalnym wydaniu.

Czasopismo jest publikowane i indeksowane na portalu eLIBRARY.RU,

Umowa z RSCI nr 118-03 / 2017 z dnia 14.03.2017.

Redaktor naczelny - **Paweł Nowak, Ewa Kowalczyk**

«Colloquium-journal»

Wydawca «Interdruk» Poland, Warszawa

Annopol 4, 03-236

Format 60 × 90/8. Nakład 500 egzemplarzy.

E-mail: info@colloquium-journal.org

<http://www.colloquium-journal.org/>